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PROPOSED ACCREDITATION STANDARDS FOR FLORIDA VOCATIONAL-TECHNICAL SCHOOLS AND ADULT HIGH SCHOOLS.

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Descriptors-*ACCREDITATION (INSTITUTIONS), ADULT VOCATIONAL EDUCATION, *HIGH SCHOOLS, *STATE STANDARDS, *VOCATIONAL HIGH SCHOOLS

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Three levels of accreditation standards for vocational and adult schools, based on educational quality, performance, and achievement, are presented. Level I standards include those items considered to be minimum educational and legal requirements as set forth in Florida statutes and regulations. Full compliance with these standards will not necessarily assure either a minimum or a quality program. Level II standards represent desirable items intended to broaden the scope and improve the effectiveness of the program. Level IIIstandards represent the most desirable materials, equipment, practices, and personnel and may be used as long-range guidelines. Major divisions are (1) The Over-All Standards, (2) Adult High School Standards, and (3) Vocational-Technical School Standards. The school seeking accreditation (1) completes a successful self-evaluation report based on the standards, (2) submits to a visiting committee's review of its self evaluation, and (3) receives "approval" or "non-approval" accreditation classifications based on compliance with at least the minimum criteria. The committee may recommend improvements, and it will reevaluate the school every 3 to 6 years. Each standard has a numeric code for ease in tabulating and reporting information relative to each item. (EM)

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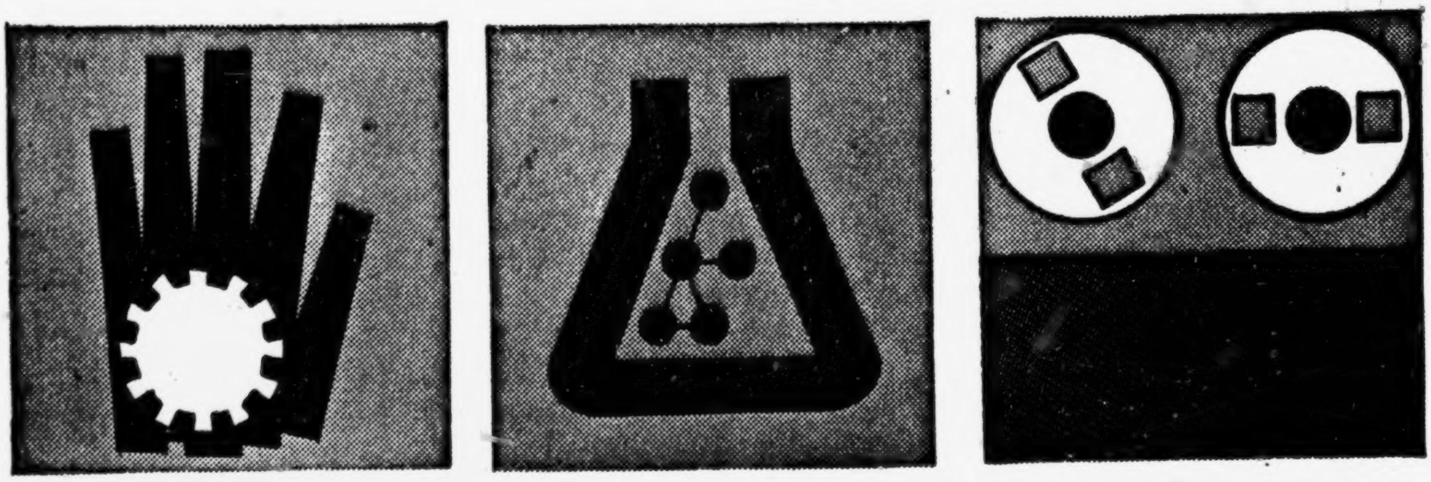
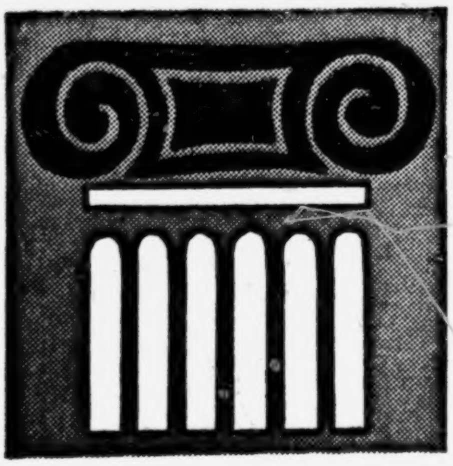
ACCREDITATION STANDARDS
for
FLORIDA





Vocational-Technical Schools
and
Adult High Schools

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1967 - 68

STATE DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, State Superintendent

FOREWORD

In recent years, there has been increased state and national emphasis on providing educational opportunities for adults. The Florida State Department of Education recognizes the educational needs of adults, as evidenced by the extensive program of general adult and vocational-technical education in Florida. However, we must do more than organize and conduct educational programs, we must also develop plans and procedures to evaluate their effectiveness.

This document represents a comprehensive effort by administrators, supervisors, coordinators, teachers, and consultants at the state and local level to develop an instrument specifically designed to evaluate vocational-technical schools and adult high schools. The development of Accreditation Standards for Vocational-Technical Schools and Adult High Schools clearly demonstrates a willingness on the part of Florida educators to take a critical look at this large and most important enterprise.

When properly administered, this program will assist in providing guidelines and recommendations for improvement, and identifying schools that are providing quality educational programs.

These standards have been approved for use during the 1967-68 school year on a field-trial basis. I encourage each county school system to provide a plan for each school to participate in this program. Each participating school, through sharing the results of its self-evaluation, will contribute to the further development and refinement of this document. This is an opportunity for you to help improve the effectiveness of adult education in Florida.

I sincerely appreciate the cooperation and contributions that each person has made in this endeavor and solicit continued assistance through enthusiastic support and a conscientious application of these standards.

Floyd T. Christian

Floyd T. Christian
State Superintendent of Public Instruction

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SECTION I

GENERAL INFORMATION AND PROCEDURE

130-9.01 GENERAL INFORMATION

Accreditation standards for vocational-technical schools and adult high schools are presented in this document. They represent the development of new standards for the vocational-technical schools and a revision of the 1963 accreditation standards for Florida adult high schools. The general information and procedure section explains the organization, mechanics, and implementation of the standards.

Basic information

The standards are developed on the concept of three levels of quality, performance, and achievement. The levels are defined as follows:

Level 1:	These standards identify indispensable essentials in the school program. Level 1 standards include those applicable items considered to be minimum requirements and legal requirements set forth in Florida Statutes and State Board of Education Regulations. They may relate both to what a school has and the measurable practices employed in implementing the program. The standards naturally tend to be objective and quantitative in nature and include items which are easily appraised. Full compliance with Level 1 standards alone will not assure either a minimum or a quality program.
Level 2:	A relatively high percentage of compliance with Level 2 standards is necessary to provide a quality educational program. It is not essential that a school comply with each individual item listed as a Level 2 standard. Each Level 2 standard is not considered to be an absolute minimum requirement, but a series of Level 2 standards may represent an absolute minimum. These requirements, which represent desirable items, are intended to broaden the scope and improve the effectiveness of the school's program.
Level 3:	Level 3 standards are designed to identify the most desirable [illegible] materials, equipment and facilities, the best educational practices, and the most effective personnel. These standards provide guidelines for long-range planning, future improvement, and a quality educational program of depth and breadth. A school would be expected to comply with a reasonable percentage of Level 3 standards for its program to be identified as providing quality.

The accreditation process requires compliance with a stipulated percentage of Level 1, Level 2, and Level 3 standards. The basic minimum accreditation requirements for each school are (1) compliance with nearly 100% of the Level 1 standards, (2) compliance with a smaller percentage of Level 2 standards, and (3) compliance with an even smaller percentage of Level 3 standards. A stipulated percentage compliance with each level of standards will be determined by the Accreditation Committee and supplied to the school along with general accreditation information concerning submission of accreditation reports. This system, if properly implemented, should offer excellent possibilities for improving the vocational-technical schools and the adult high schools of Florida. These standards contain both the minimum requirements with which all schools must comply and standards which identify desirable practices and achievements, and point the way for future improvement. This system is intended to motivate schools to establish long range goals for improvement.

New programs and practices

Provisions have been made in the accreditation process for the most recent educational developments and practices. The inclusion of a procedure for approving experimental programs will make it possible for any school to initiate desirable, sound educational practices and innovations. Educational television and other similar methods of instruction will be considered in these standards as experimental programs since they are presently used to a very limited degree in the vocational-technical schools and the adult high schools. Through this procedure, the most desirable use of these methods for vocational-technical and adult general education can be determined.

Organization of standards

The standards have been organized into three major divisions: (1) the Over-All Standards, (2) Adult High School Standards, and (3) Vocational-Technical School Standards. This plan was designed for the convenience of the local school since all schools do not have a common organizational plan. The administrative head of the school will be required to fill out the report on the division relating to the over-all standards and the other section, or sections, which relate to the organization of the reporting school. The term "principal", as used in this publication, means the administrative head of the school and refers to the principal or director of the school applying for accreditation.

The divisional system

The divisional system in the accreditation standards is the same as that used in all of the regulations of the State Board of Education. The identifying number 130 has been assigned to all regulations of the State Board of Education. The standards have been arranged so subjects may be identified for fast reference. For example, all 9.1 numbers are concerned with the over-all standards, all 9.2 numbers are concerned with the adult high school standards, and all 9.3 numbers relate to the vocational-technical school standards.

Accreditation classifications

The accreditation classifications and their definitions are as follows:

Accredited	An Accredited classification is the highest classification assigned to a school. Schools having a high percentage of compliance with all three levels of the standards, and meeting specific requirements, are assigned this classification. It is recognized that schools receiving this classification have minor deficiencies which indicate a need for continued improvement.

Accredited With Limited Deficiencies	An Accredited With Limited Deficiencies classification is a respectable classification, but the school is advised that limited deficiencies exist. Attention should be given toward the correction of a significant number of these deficiencies. A school may remain in the "Accredited with Limited Deficiencies" classification for an indefinite period without restrictions.
Accredited Warned	An Accredited Warned classification is an acceptable classification for a period of one school year. At the end of one school year, sufficient improvement must have been made to bring the school up to the "Accredited" or "Accredited with Limited Deficiencies" classification or it will be placed in the "non-accredited" classification. An "Accredited Warned" classification indicates that the school has a relatively large number of deficiencies and that a quality program is not available to the students.
Non-Accredited	A Non-Accredited classification indicates that the school has a serious number of deficiencies and that the school program does not provide a minimum program or warrant an acceptable accreditation classification.

The accreditation classification is derived from (1) the school's compliance with a stipulated percentage of Level 1 standards, Level 2 standards, and Level 3 standards, as determined by a self-evaluation, and (2) the report of a Visiting Committee. To provide for continuous stimulation and improvement, the required percentage of compliance with all standards may be increased as the schools of Florida progress. The Department reserves the right to use symbols in expressing accreditation classifications in the Florida Educational Directory.

Visiting committee

Each school applying for accreditation will be visited by a committee for purposes of (1) reviewing the school's self-evaluation, (2) determining compliance with minimum criteria, and (3) offering recommendations for improvement. After the initial visit, a school will be required to have a visiting committee evaluation every three (3) to six (6) years as determined by the State Department of Education. The committee will not visit the school unless the percentage of compliance with Level 1, 2, and 3 standards, as determined by the school's self-evaluation, indicates that it would receive an accreditation classification other than non-accredited.

Voluntary accreditation procedure

The accreditation program for vocational-technical schools and adult high schools will be voluntary for a period not to exceed 3 - 5 years. During this period of time, schools may request to be evaluated for purposes of identifying areas for improvement and receiving an accreditation classification. Any school may, of course, use the standards for self-evaluation without making application for accreditation. Schools which do not elect to apply for voluntary accreditation may use this time to make needed adjustments and preparations before the required accreditation procedure is initiated. These standards are being field tested during the 1967-68 school year. At the conclusion of the school year, required adjustments will be made and the tandards will be presented to the State Board of Education for adoption. If 3 years s determined to be the period of time before which accreditation for vocational- echnical schools and adult high schools becomes mandatory, the effective date will e the 1971-72 school year. Hopefully, the accreditation standards will be revised nd amended at the conclusion of the voluntary period, and information obtained during he application and study of these standards will be incorporated in the revision. s indicated previously, this document is to be used for self-evaluation by the school reparing the accreditation report, and by the visiting committee for reviewing the elf-evaluation. This document is particularly valuable to the school for such urposes as evaluation, curriculum study, personnel planning, instructional materials tudy, and facilities study. It is designed to accomplish three purposes, namely (1) assist in school improvement, (2) measure compliance with a set of minimum criteria, nd (3) provide information for leadership and administrative decisions.

Appreciation

The State Department of Education is grateful to the many administrators, supervisors, teachers, and consultants who have contributed to the development and evaluation of this document. The instrument represents a consensus of the ideas, suggestions, and recommendations of these people. It is, therefore, sincerely requested that all schools give these standards a fair and honest trial during the 1967-68 school year.

130-9.02 GENERAL PROCEDURE

Applicability of standards

The accreditation regulations contained herein shall relate to vocational-technical schools offering courses for adults, adult high schools offering courses for credit, and schools offering a combination of both, who seek voluntary accreditation. Extension programs and the facilities housing them will be evaluated and accredited as a part of the school center when (1) they are under the same administrative head as the school applying for accreditation, and (2) when the number of courses offered or the number of students enrolled in the extension programs does not exceed the number in the school center. Vocational-technical schools and adult high schools will not be accredited by this instrument when they are a part of a junior college. Departments of junior colleges will be evaluated when the junior colleges apply for accreditation.

Accreditation procedure and use of standards for 1967-68

These standards shall be used during the 1967-68 school year for purposes of (1) validating the instrument prior to its submission to the State Board of Education for adoption, and (2) providing information for the assignment of an accreditation classification as follows:

Adult high schools which have not received an accredited classification and are eligible to receive one by having completed a report in 1966-67 shall be evaluated for an accreditation classification assignment in accordance with the procedure listed below:

1. The adult high school will submit the accreditation report for these proposed standards
2. The Accreditation Section will extract comparable information from the report submitted, to determine compliance with the present ACCREDITATION STANDARDS FOR FLORIDA ADULT HIGH SCHOOLS, 1963
3. The visiting committee will submit an evaluation report on the basis of the proposed standards and the ACCREDITATION STANDARDS FOR FLORIDA ADULT HIGH SCHOOLS, 1963. Any school not submitting a report in 1966-67 may submit the report on the proposed standards for evaluation only since the school must submit two reports under the present adult accreditation standards before an accreditation classification is assigned. Schools which are presently accredited will have their accreditation classification frozen and will submit the accreditation report provided for the proposed standards.

Vocational-technical schools requesting accreditation (vocational-technical schools with an "approved" classification for the 1967-68 school year are excluded) will follow the procedure outlined below:

1. The vocational-technical school will complete the report for these proposed accreditation standards
2. The Accreditation Section will select comparable information to determine compliance with the applicable standards provided in the ACCREDITATION STANDARDS FOR FLORIDA SCHOOLS, 1963
3. The visiting committee will submit an evaluation report on the basis of the proposed standards and the ACCREDITATION STANDARDS FOR FLORIDA SCHOOLS, 1963
4. An "approved" or "non-approved" accreditation classification will be assigned on the basis of compliance with the ACCREDITATION STANDARDS FOR FLORIDA SCHOOLS, 1963. Schools with an "approved" accreditation shall have it frozen for one school year.

Accreditation reports

Reports shall be made by each school as a basis for determining compliance with requirements and for making plans for improvement. Reports shall be prepared in accordance with instructions and on forms furnished by the State Department of Education.

Submitting reports to county superintendents

All accreditation reports from public schools shall be submitted to the office of the County Superintendent and through his office to the State Department of Education. These reports shall be submitted annually as directed by the State Department of Education.

Mailing to the State Department of Education

The County Superintendent, or his duly authorized representative, shall sign the original copies of all reports unless otherwise directed. Reports shall be processed in accordance with directions provided annually in a State Department of Education publication .

Date of information

Reports reflecting general membership data shall be based on the average of data taken on October 31 of the current school year and January 31 and April 30 of the preceding school year. These dates are used for collecting general membership data since the average of the three dates seems to more accurately reflect the typical school day. Information reflecting personnel assignments, class size, and teacher loads shall be based on data collected during the first week of November. New schools will use only data collected during the current school year.

SECTION II

OVER-ALL STANDARDS FOR VOCATIONAL-TECHNICAL SCHOOLS AND ADULT HIGH SCHOOLS

130-9.11 GENERAL GUIDES - OVER-ALL

9.111 Administration and personnel (general)

(1) School philosophy--Each school shall develop a written statement of philosophy and of objectives embodying the basic functions and purposes of the school as envisioned by the school and community. The philosophy shall be reexamined at least annually by the staff and modified, if necessary, in light of the school's experiences and research.

(2) Special teaching permits--When a fully certified instructional staff member cannot be secured, a special permit (a limit of 4 will be issued to an individual staff member) may be obtained upon the request of the principal, with the concurrence of the county superintendent, provided that:

(a) The applicant shall hold a valid Florida teaching certificate

(b) The applicant shall earn, in the field for which the permit is issued, at least six semester hours of credit each year before an additional special permit can be granted

(c) A person unable to complete six semester hours of credit because of illness may have this provision waived for one year upon application of the principal, supported by a complete report of the circumstances, and by a statement from a licensed physician, verifying the fact that attendance in college classes was impossible or inadvisable because of health reasons

(d) The application shall be made in spaces provided in the personnel report, with attached statement(s) as required.

(3) Special administrative permits--The superintendent may apply for an administrative permit for the principal, director, assistant principal, or assistant director, in an emergency situation where a fully certified and suitable person is not available for the position, provided the applicant has an acceptable plan for completing the certification requirements for his special assignment in administration within a 12-month period following his appointment.

(4) Definitions of terms for vocational - technical and adult accreditation standards

(a) School--A school is an organization of students, for instructional purposes, into classes or grades at any school center - approved by and under the regulations of the State Board of Education. (Sect. 228.041 (6)(a), 1965 Florida Statutes.)

(b) School center--A school center is a place of location of any school or schools on the same or adjacent sites. (Sect. 228.041 (7), 1965 Florida Statutes.)

(c) Types of schools

1. Vocational-Technical school--A vocational-technical school is a school that provides vocational and technical education for post-secondary and adult students and, upon approval of the county board, for secondary students.

2. Adult High school--An adult high school is a school for adults that offers credit, non-credit, promotional, and personal improvement classes leading toward a high school diploma or self-improvement.

3. Vocational-Technical and Adult High school--A vocational-technical and adult high school is a school that provides a combination of educational opportunities as described above in the definitions of the Vocational-Technical school and the Adult High school.

(d) Extension facility--An extension facility is a facility in which instruction is provided and administered by an adult high school, vocational-technical school, or a combination thereof.

(e) School year--A school year is the period of time within the fiscal year during which the school is in session, plus planning and conference days for the instructional staff. A minimum school year for students (not a specific student) shall be 180 days and a minimum school year for the full-time instructional staff shall be 196 days. (Sect. 228.041 (19)and (24), 1965 Florida Statutes.)

(f) School day--A school day is that part of a calendar day when the school is in session for students.

(g) Class period--A class period is a unit of time within the school day, set aside for instruction.

(h) Curriculum--Curriculum is the sum total of the organized opportunities and experiences available to students in a school.

(i) Program of studies--A program of studies is a combination of related courses by class period or self-contained classes, organized for the attainment of specific educational objectives.

(j) Course--A course is an organization of learning experiences in a given field provided for the instruction of students on a regular or systematic basis and is a part of the program of studies.

(k) Types of adult vocational-technical courses

1. Full-time preparatory--Full-time preparatory courses are courses for persons who have completed or left high school, who are not employed full-time in the labor market, and who are available for full-time vocational-technical studies. They include related education courses which are necessary for employment.

2. Part-time preparatory--Part-time preparatory courses are ungraded vocational-technical courses for adults of varying duration but requiring less than 900 clock hours for completion individually or in a combination of related short courses.

3. Supplemental (extension)--Supplemental (extension) courses are vocational-technical courses for employed adults for improving or upgrading them in the occupation in which they are employed.

(l) Types of adult general courses

1. Personal improvement courses--Personal improvement courses are non-credit, non-vocational, and non-recreational courses designed to improve instruction for a group of persons who have a common interest for self-improvement in a specific subject.

2. Secondary--Secondary courses are credit and non-credit courses designed to provide instruction for adult students in grade levels 9 through 12.

3. Basic courses--Basic courses are courses designed to provide instruction for adults below the secondary level.

(m) Credit--A credit, or a unit of credit, is a unit of value granted for successfully completing a course which meets the prescribed requirements.

(n) Credit courses--A credit course is a course for which a unit of credit is granted.

(o) Non-credit courses--A non-credit course is a course for which no unit of value or credit is awarded.

(p) Class--A class is a group of students, under one or more teachers, assembled for instruction in the same course.

(q) Director--A director is the administrative head of a designated area vocational-technical center.

(r) Principal--A principal is the administrative head of any school, or school center (except the area vocational-technical center), having more than one teacher, to whom has been delegated major responsibility in the coordination and direction of the school program and activities. He may be a teaching principal who devotes part or all of his time to actual classroom teaching.

(s) Assistant director--An assistant director is a professional staff member working under the directon of the director to carry out duties defined by policy or administrative arrangement, which may include responsibility for some unit of the school organization.

(t) Assistant principal--An assistant principal is a professional staff member working under the direction of the principal to carry out duties defined by policy or administrative arrangement, which may include responsibility for some unit of the school organization.

(u) Curriculum assistant--A curriculum assistant is a professional staff member who provides leadership, guidance, and assistance to members of the instructional staff for the purpose of improving instruction at a specific school.

(v) Coordinator--A coordinator is a member of the professional staff responsible for coordinating some designated phase of the program of studies.

(w) Department head or chairman-- A department head or chairman is a staff member performing assigned responsibilities in a designated division of the instructional program.

(x) Student personnel counselor--A student personnel counselor is a professional staff member responsible for the orientation, testing, placement, and follow-up of students, and other related services.

(y) Teacher--A teacher is any person employed primarily in an instructional capacity. (Sect. 228.041 (11) (b), 1965 Florida Statutes.)

1. Full-time teacher--A full-time teacher is a teacher providing a minimum of 900 hours of instructional services during the school year.

2. Part-time teacher--A part-time teacher is a teacher providing less than 900 hours of instructional services during the school year.

(z) Team teacher--A team teacher is a teacher who is working with one or more other teachers and is jointly responsible for the instruction of a group of students in a given course.

(aa) Itinerant teacher--An itinerant teacher is a teacher who renders teaching service in more than one school center on a part-time basis. This may be a full-time teacher who divides his time between school centers.

(bb) Helping teacher--A helping teacher is a professional staff member performing assigned professional activities which are directed primarily to assist a teacher in a classroom to improve teaching techniques. (The term "helping teacher" is not used to denote a Teacher Aide.)

(cc) Teacher aide--A teacher aide is a person engaged to perform non-instructional duties under the supervision of a regular certified teacher.

(dd) Administrative staff--An administrative staff is a group of professional staff members employed to perform activities having as their purpose the general regulation, direction, and control of the affairs of the school.

(ee) Instructional staff--An instructional staff is a group of professional staff members performing activities dealing with the teaching of students or with improving the quality of teaching.

(ff) Instructional staff member--An instructional staff member is one who renders direct and personal services which are in the nature of teaching or the improvement of the teaching-learning situation.

(gg) Adult student--An adult student is one who is beyond the compulsory school age or has legally left the full-time day elementary or secondary school.

(hh) Consultant--A consultant is an expert without administrative authority whose advice is sought in improving policy and procedures such as those related to aspects of curriculum and instruction.

(ii) Advisory committee--An advisory committee is a group of persons, from inside or outside the education profession, chosen to advise the professional staff members regarding selected aspects of the program of studies.

(jj) Workshop--A workshop is an in-service educational activity, without an established program, providing opportunity for teachers, supervisors, administrators, and sometimes consultants, to explore together various problems in curriculum and instruction.

(kk) In-service training--In-service training is a program of in-service education which includes the sytematized activities promoted or directed by administrative or supervisory personnel of the school or county that contribute to the professional or occupational growth and competence of members of the instructional staff. These planned activities may include workshops, committee projects, research projects, faculty, and staff meetings.

(ll) Provide--The term "provide", as used in this document with respect to courses, program of studies, services, activities, and similar requirements, means that such are actually offered in the curriculum of the school on the basis stipulated in the requirements, and are actually being utilized by students.

(mm) Available--The term "available", as used in this document with respect to courses, services, program of studies, activities, and similar requirements, means that such are actually offered in the program of the school and the provisions for such shall be determined by need, interest, and usability.

(nn) Non-applicable--The term "non-applicable" means that the program or service is non-existent in the school.

(oo) Valid certificate--A valid certificate is a certificate issued by the Florida State Department of Education which has not expired and can be used for contractual purposes.

(pp) Self-contained class--A self-contained class is a class having the same teacher for all or most of the daily school session or the length of the session of the individual student.

(qq) Ungraded class--An ungraded class is a class not organized on the basis of grade and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional pupils which have no grade designation, and many adult education classes. Ungraded classes sometimes are referred to as "non-graded".

(rr) Department--A department is an administrative sub-division of a school with a teaching staff responsible for instruction in a particular subject area or field of study.

(ss) Education for persons with special needs--Persons with special needs are youths and adults who are unable to achieve their maximum academic, social, pre-occupational and occupational potential in educational programs designed for the majority because of intellectual abilities or disabilities; motor, visual, hearing, or speech disabilities; and health and social adjustment problems and who, consequently, require special instruction or services.

9.112 Instructional program - experimental or new programs

(1) Enactment--A school or county planning to inaugurate an experimental or new program, one not covered by, or one which is restricted by, the standards contained in this document, shall apply to the State Department of Education for approval.

(2) Goal--The goal of an experimental or new program shall be to develop new practices or courses which enable the school to better serve the needs of the adults in the community.

(3) Provisions for approval:

(a) Research and professional study--The staff shall conduct a study with careful research on the proposed course or program which includes the following phases: available research, current practices being utilized, survey of student needs, survey of community needs, availability of materials, equipment, personnel, and facilities.

(b) Consultative services--Where appropriate, available consultative services shall be utilized to a maximum degree.

(c) Public relations--Provision shall be made to gain public understanding and support of the scope, purpose, and mechanics of the experimental program.

(d) Application--The application for approval shall be submitted by the school with the approval of the county administration or by the county, to the Accreditation Committee of the State Department of Education.

(e) Date for submitted application--Applications shall be submitted with accompanying data to the State Department of Education prior to the anticipated date of inauguration of the program or course.

(f) Application form--The application for approval shall include evidence of the items contained in the enactment, goal, provisions for approval, and evaluation for experimental programs.

(g) Visit by State Department representatives--The State Department of Education reserves the right for representative(s) to visit the school prior to granting approval, or renewal, if it is deemed necessary.

(h) Request for information--The State Department of Education reserves the right to ask for additional information pertinent to the program.

(i) Length of approval--Approval for an experimental program shall be for a designated period, with extension possibilities through re-application.

(4) Evaluation--The school shall submit to the State Department of Education an evaluation of all approved programs each year, on the anniversary date of the program or as otherwise stipulated by the State Department of Education.

9.113 Instructional resources

(1) Teaching machines, programmed textbooks, and other similar devices--These devices are approaches to learning whereby the student is provided an opportunity to master a carefully selected sequence of simple steps of a particular body of subject matter. The material is organized in a form which permits the student to progress independently from step to step.

(2) Educational television--Television is a major informational resource when it is used as a vital part of a sequential course and when reliance for informational content is placed on it by the classroom teacher.

9.114 School services

(1) Student personnel services--Student Personnel Services are planned services provided for, or available to, all students, and designed in such a manner that each student can make the best possible advantage of the instruction offered. Student Personnel Services should include such services as orientation for new students; the planning and administering of standardized tests; counseling with students who have educational, vocational, or personal problems; assisting students with job and college placement; and follow-up studies and evaluation procedures. Supervision of the processing of student personnel folders is also a function of the Student Personnel Services.

(2) School library--School Library Centers provide centralized services for the location, organization, and use of materials for learning, other than textbooks and those specialized tools of instruction which are used only on an area basis. A Library Center provides for the custody, use, and storage of printed materials, and audio-visual equipment and materials.

130-9.12 ADMINISTRATION - OVER-ALL

9.121 Responsibility of the administration of the school center - general

(1) Policy making and planning

(a) Policy development--(Level 1) The administrative head (Principal or Director) shall be responsible for making an extensive study of the school to identify areas in which policies are needed and for developing appropriate plans to implement such policies.

(b) Cooperation in policy development--(Level 2) School policies shall have been developed with the cooperation of the administrative and instructional staff under the leadership of the principal.

(c) Consultation in policy development--(Level 3) School policies shall have been developed with the cooperation of the administrative and instructional staff under the leadership of the principal and aided by county and other professional consultants.

(2) Administrative procedure

(a) Joint use of facilities--(Level 1) When school plant facilities are used jointly by the day and evening schools, each under a separate administrative head, county board policies covering all aspects of the joint use of common facilities such as laboratories, shop facilities, homemaking facilities, audio-visual equipment, supplies, and custodial services, shall be made available in written form to the faculties of both the day and evening schools.

(b) Office space--(Level 1) Office space shall be provided for the performance of administrative and student personnel services.

(c) Administrative assistant--(Level 1) The County Board of Public Instruction shall designate an administrative assistant to assume administrative responsibilities in the absence of the principal.

(d) Principal--(Level 1) In each school center there shall be a person designated as principal. In schools with less than 8 teachers on duty during any school day, the principal may have teaching assignments. The amount of time devoted to administrative responsibility shall be directly proportionate to the number of students enrolled.

(e) Supplemental or part-time employment--(Level 1) Supplemental or part-time employment, as teacher or administrator, may be approved so long as such employment does not affect the quality or effectiveness of the educational service by the person employed in either his day or evening position. Such employment shall be in accordance with written county board policy.

(3) School organization

(a) Implementing organization--(Level 1) The principal shall be responsible for organizing the personnel of the school to carry out the policies, plans, and legal requirements to which the school is committed.

(b) Annual organization--(Level 2) The functions reflected in School organization (3)(a) shall be developed with the cooperation of the administrative and instructional staff under the leadership of the principal.

(c) Long-range organization--(Level 3) The functions reflected in (3)(a) shall be developed on a long-range basis, with the cooperation of the administrative and instructional staff under the leadership of the principal and aided by county and other professional consultants. The plans and procedures shall be in writing and kept current in a systematic form.

(4) Coordination of program

(a) Coordination of personnel--(Level 1) The principal of the school shall be responsible for coordinating all resources of the school, including personnel, into a unified effort focused on the general improvement of the school and its instructional program.

(b) Faculty cooperation in coordination--(Level 2) The procedures reflected in (4)(a) shall be developed with the cooperation of the administrative and instructional staff under the leadership of the principal.

(c) Consultation in coordination of program--(Level 3) The procedures reflected in (4)(a) shall be developed with the cooperation of the administrative and instructional staff under the leadership of the principal and aided by county and other professional consultants.

(5) Evaluation

(a) Evaluation procedures--(Level 1) The principal of the school shall be responsible for developing and implementing procedures for the evaluation of all phases of the school program.

(b) Annual evaluation--(Level 2) The functions reflected in (5)(a) shall be developed on an annual basis with the cooperation of the administrative and instructional staff under the leadership of the principal.

(c) Evaluation by consultants--(Level 3) There shall be a comprehensive evaluation of all phases of the school program at least every 5 years by professional consultants, with some representation from outside the county.

(6) Public relations

(a) Basic program--(Level 1) The principal shall develop and implement a program of public relations to stimulate cooperation within the faculty and student body and with business, industry, and other interested groups.

(b) Utilizing community organizations--(Level 2) The principal of the school shall seek to enlist the cooperation of the general school community and shall utilize local agencies and organizations in carrying out an effective program of public relations.

(c) Media of communication--(Level 3) The functions shown in (6)(a) shall also include the utilization of other media of communication, such as newsletters, newspapers, radio and television.

(7) Business administration and school management

(a) Management responsibilities--(Level 1) The principal of the school shall assume leadership in effectively carrying out the management responsibilities of the school in accordance with local and state legal requirements.

(b) Supply of forms--(Level 2) The principal shall be responsible for maintaining an adequate supply materials and forms necessary for carrying on the business aspects of the school.

(c) Record keeping--(Level 1) The principal shall be responsible for keeping a record of all business transactions as required by state law, state board regulations, and county policies.

(d) Administrative reporting--(Level 1) The principal shall be responsible for submitting all administrative reports, when due, to the county and state offices on the prescribed forms.

(e) Annual audit--(Level 1) There shall be an annual audit of all financial records in accordance with county policy.

(f) Receipt and dispensation--(Level 1) The principal shall be responsible for establishing an efficient and effective procedure for receiving and distributing supplies, materials and equipment.

9.122 Administrative requirements

(1) Staff requirements

(a) Distribution of work load--(Level 1) The teachers' work loads for similar conditions subject matter, and methods of instruction shall be approximately the same.

(b) Teacher turnover--(Level 1) It shall be evident in the school that stability and continuity in the full-time teaching staff has been developed to such an extent that the instructional program may be carried forward satisfactorily.

(2) Enforcement of legal requirements

(a) Statutory provisions--(Level 1) The administration shall enforce all applicable legal requirements, as provided in the Florida Statutes and State Board Regulations.

(b) Legal documents--(Level 2) A file of current legal documents which have general distribution shall be maintained in the school. Members of the instructional staff shall be provided a list of these documents and their location.

(c) Study of legal documents--(Level 3) The principal shall provide for group study, by faculty or faculty committees, of pertinent legal information pertaining to schools.

(d) County policy--(Level 1) The administration shall enforce all policies adopted by the County Board of Public Instruction.

(3) Class assignment--(Level 1) Schools shall have a master schedule completed, students assigned to classes, and teacher and student room assignments made before the opening day of each class. Registration shall be held prior to the opening day of each class and every effort shall be made to register all students prior to opening day, however students may be accepted after this date. All students in need of testing or counseling shall be provided this service prior to assignment.

9.123 Personnel

(1) General staff

(a) New staff members--(Level 1) The principal shall develop a program for introducing and orienting new staff members to the school and to county and state supervisory services.

(b) Personnel file--(Level 1) The principal of the school shall maintain a personnel file on each member of the staff.

(c) Other duties--(Level 1) Each member of the instructional staff shall assume a fair portion of the responsibilities in the total school program including participation in in-service training, faculty meetings, pre-and post-school conferences, and committee assignments.

(d) Planning time--(Level 2) Each full-time member of the instructional staff, regardless of special assignment, shall be provided a reasonable period of time for planning within the teacher's work day, free from direct responsibility for students.

(e) Planning time--(Level 3) Each full-time and part-time instructional staff member shall be provided 10 minutes of planning time daily within the teacher's work day for each hour of instruction assigned. Cumulative planning time shall be scheduled in time blocks of 30 minutes or more.

(f) Curriculum planning--(Level 1) The instructional staff members shall avail themselves of services of the county resource and consultant staff in curriculum planning and implementation.

(g) Advisory committees--(Level 1) The advice and counsel of lay people shall be used in the development of the curriculum.

(2) Administrative and office staff

(a) Policies--(Level 1) The principal shall be responsible for developing policies for his administrative and office staffs.

(b) In-service--(Level 2) The principal shall provide or make accessible a program for in-service training for the administrative and office staffs.

(c) Job improvement--(Level 3) The principal shall provide or make accessible an effective system of professional or job training for the administrative, office, and custodial staffs.

(d) Principal--(Level 1) A school with 8 or more teachers on duty at any given time shall have a principal without teaching responsibilities while school is in session.

(e) Administrative or supervisory assistants--(Level 2) Schools having 15 or more full-time or full-time equivalent teachers, the equivalent of a full-time administrative or supervisory assistant shall be provided for each 15 teachers or major fraction thereof after the first 15 teachers.

(f) Administrative or supervisory assistants--(Level 3) Schools having 10 or more full-time or full-time equivalent teachers, the equivalent of a full-time administrative or supervisory assistant shall be provided for each 10 teachers or major fraction thereof after the first 10 teachers.

(g) Day or night assistant principal--(Level 1) A school conducting both a day and evening program shall have an assistant principal to be responsible for either the day or evening program.

(h) Day and night assistant principals--(Level 2) A school conducting both a day and evening program shall have an assistant principal for the day program and an assistant principal for the evening program. The principal shall be responsible for the coordination, administration, and supervision of both programs.

(i) Professional growth in research--(Level 2) The principal shall keep abreast of current research and its relation to the needs of the particular school.

(j) Professional growth of principal--(Level 2) The principal shall have participated in a workshop or professional conference or shall have audited courses in the past three years that directly relate to his professional duties.

(k) Professional growth of principal--(Level 3) The principal shall have received credit during the past three years from an accredited college for a course or courses that directly relate to his school responsibilities.

(l) Secretarial assistants--(Level 2) The equivalent of a full-time secretarial assistant shall be provided on a ratio of one for each 20 full-time or full-time equivalent teachers or major fraction thereof after the first 20 teachers.

(m) Secretarial assistants--(Level 3) The equivalent of a full-time secretarial assistant shall be provided on a ratio of one for each 15 full-time or full-time equivalent teachers or major fraction thereof after the first 15 teachers.

9.124 Instructional program

(1) Experimental programs--(Level 1) The principal shall be responsible through delegated assignments or cooperative effort, for developing, securing approval, administering, and evaluating all experimental programs, when provided.

(2) Credit policies--(Level 1) Credits shall be granted on the basis of policies approved by the county board.

(3) Course completion policies--(Level 2) Recognition shall be given to individuals who have successfully completed courses for non-credit purposes.

(4) Course outline--(Level 1) An appropriate course outline shall be provided for each course.

(5) Curriculum study--(Level 3) A curriculum study shall be made by the faculty, with the assistance of consultants, for the

purpose of establishing a sequence of courses in a given subject field, showing its relationship to other fields. The curriculum study shall reflect needs of the individual and the community.

9.125 Safety

(1) Unnecessary hazards--(Level 1) Each school shall provide an environment free from unnecssary safety hazards.

(2) Hazardous equipment--(Level 1) Instruction shall be given in the proper and safe operation of all hazardous equipment before a student is allowed to use this equipment.

(3) Emergency situation--(Level 1) A student personnel card which provides necessary and pertinent information for emergency situations shall be on file and available at all times.

(4) First aid supplies--(Level 1) Each school shall maintain first aid supplies and provide personnel capable of rendering emergency treatment. A first aid kit shall be provided for each laboratory and shop and shall be displayed in a conspicuous location.

(5) Emergency drills--(Level 1) Instruction and practice shall be given to students in the proper procedure for fire and emergency drills as may be prescibed by law, by regulations of the state or county board, and as otherwise deemed necessary.

(6) Accident records--(Level 1) Schools shall participate in a system of accident records. Records may be made on local forms or forms that may be secured from the State Department of Education. These data shall be used as a basis for safety education and accident prevention in the school.

(7) Safety criteria--(Level 1) Safety criteria shall be developed and applied to all phases of the school program.

9.126 Textbooks (when provided)

(1) Inventory--(Level 1) An end-of-the-course inventory of school or state-owned textbooks by actual book count shall be made.

(2) Textbook records--(Level 1) There shall be complete and accurate records kept of all books which have been distributed to students.

130-9.13 PERSONNEL - OVER-ALL

9.131 Legal requirement--(Level 1) Each member of the staff, serving in an instructional capacity, shall hold a valid Florida teaching certificate.

9.132 Certification by assignment

(1) Administration - Certification

(a) The following shall hold a rank II or higher certificate covering administration, or shall be covered by a special permit. (Administrative certification shall be interpreted as follows: General Adult -- secondary administration or adult administration; Vocational-Technical -- vocational principal, or vocational director). Those persons employed as principals prior to September 1, 1967, who hold a certificate covering administration, meet this standard. Teaching principals of schools of 3 teachers or less may claim compliance with this standard if they hold a rank III or higher certificate and are properly certified in the subject they teach. When a school provides both General Adult and Vocational-Technical education, an assistant principal shall be certified in the area not covered by the principal.

1. (Level 1)--Principal
2. (Level 1)--Assistant Principal

(b) The following administrators shall hold a rank II or higher certificate covering administration for the major type of instruction (General Adult or Vocational-Technical education) in the school for which the holder is responsible.

1. (Level 2)--Principal
2. (Level 2)--Assistant Principal

(c) The following administrators shall hold a rank I certificate covering administration for the major type of instruction (General Adult or Vocational-Technical education) in the school for which the holder is responsible.

1. (Level 3)--Principal
2. (Level 3)--Assistant Principal

(2) Coordinators, curriculum assistants, or department heads - (when provided) - Certification

(a) (Level 2)--Fifty percent (50%) of the coordinators or department heads shall hold a rank II or higher certificate in the area or subject for which the holder is responsible, with none holding a certificate below rank III.

(b) (Level 2)--Coordinators and department heads shall hold a rank II or higher certificate in the area or subject for which the holder is responsible.

(c) (Level 2)--Curriculum assistants shall hold a valid rank II or higher certificate, covering supervision for the area of responsibility.

(d) (Level 3)--Curriculum assistants shall hold a valid rank I certificate, covering supervision for the area of responsibility.

(3) Occupational education for persons with special needs - (when provided) - Certification

(a) (Level 1)--Teachers of persons with special needs shall hold a valid rank III vocational certificate or a rank III certificate based on a college degree and a minimum of one year of work experience in the occupation(s) to be taught or in a closely related occupation.

(b) (Level 2)--Teachers of persons with special needs shall hold a valid rank II vocational certificate or a rank II certificate based on a college degree and a minimum of one year of work experience in the occupation(s) to be taught or in a closely related occupation.

(c) (Level 3)--Teachers of persons with special needs shall hold a valid rank I vocational certificate or a rank I certificate based on a college degree and a minimum of one year of work experience in the occupation(s) to be taught or in a closely related occupation.

(4) Student personnel counselor

(a) (Level 1)--Student personnel counselors shall be properly certified in the field of Guidance or shall have completed 6 semester hours of graduate credit and shall complete at least 6 semester hours annually toward full certification. A minimum of one college credit course in the area of his responsibility shall be completed within the first 12 months as a part of the 6 semester hour annual requirement.

(b) (Level 2)--Student personnel counselors shall hold a rank III or higher certificate covering Guidance.

(c) (Level 2)--Student personnel counselors shall have completed a minimum of 2 college courses for credit in adult or vocational-technical education or a combination thereof. Counselors having vocational counseling responsibilities shall have one year of work experience in a field other than education.

(d) (Level 3)--Student personnel counselors shall hold a rank II or higher certificate covering Guidance.

(5) Librarian and materials center coordinator - (when provided) - Certification

(a) (Level 1)--Librarians and materials center coordinators shall be properly certified in library science or library science and audio-visual service or shall complete 6 semester hours each year toward full certification.

(b) (Level 2)--Librarians and materials center coordinators shall hold a rank III or higher certificate in library science or library science and audio-visual service.

(c) (Level 3)--Librarians and materials center coordinators shall hold a rank II or higher certificate in library science and audio-visual service.

9.133 Staff requirements

(1) Library personnel requirements (Library personnel requirements are based on the membership of students enrolled in credit, promotional or preparatory courses.)

(a) (Level 1)--Library personnel requirements shall be as follows:

ALL SCHOOLS

Membership	Librarians	Clerks
Less than 100	Library committee or teacher-librarian	Part-time
100-300	Part-time librarian	Part-time
301-600	½	Part-time
601-1200	1	Part-time
1201-1800	1	1
1801-2400	2	1
2401-up	2	2

One librarian may fulfill the requirement of clerk if desired by a school.

(b) (Level 2)--Library personnel requirements shall be as follows:

Less than 100	Part-time librarian	Part-time
101-300	½	Part-time
301-500	1	Part-time
501-1000	1	1
1001-1500	2	1
1501-2000	2	2
2001-2500	3	2
2501-up	3	3

One librarian may fulfill the requirement of clerk if desired by a school.

(c) (Level 3)--Library personnel requirements shall be as follows:

Less than 200	½	Part-time
201-300	1	Part-time
301-600	1	1
601-900	2	1
901-1200	2	2
1201-1500	3	2

Membership	Librarians	Clerks
1501-1800	3	3
1801-2100	4	3
2101-2400	4	4
2401-up	4	4

One librarian may fulfill the requirement of clerk if desired by a school.

(2) In-service training program

(a) Participation in in-service training program--(Level 1) All members of the instructional staff shall have participated within the previous 3 years in an in-service training program designed to improve the quality of education. Such a program may include institutes, workshops, faculty meetings, field trips, community studies, projects, and joint planning.

(b) Participation in in-service training program--(Level 2) A minimum of 20% of the full-time teachers shall have participated formally within the previous 3 years in such programs of professional growth as college courses, institutes, formal workshops, or planned travel approved for meeting certification requirements.

(c) Participation in in-service training program--(Level 3) A minimum of 40% of the full-time teachers shall have participated formally within the previous 3 years in such programs of professional growth as college courses, institutes, formal workshops, or planned travel approved for meeting certification requirements.

(d) Over-all plan of in-service training--(Level 3) Provisions shall be made at the school or county level to determine the priorities, needs, and scope of short, intermediate, and long-range in-service training programs.

(e) Professional library--(Level 2) In implementing the in-service program, provisions shall be made for a professional library.

(f) Opportunity to visit schools--(Level 3) The opportunity for selected instructional staff members to visit institutions, other schools, businesses and industries shall be provided.

(g) Opportunity to attend conferences--(Level 3) Opportunity for selected teachers to attend state and national conferences in their areas of instruction shall be provided.

(h) Consultative services--(Level 2) Consultative services essential to the progress of the in-service training program shall be provided.

(i) Pre- and post-school conferences--(Level 2) All instructional staff members shall participate in pre-school and post-school conferences unless exempted by the County Board of Public Instruction.

(3) Certification by rank

(a) (Level 1)--All instructional staff members employed subsequent to July 1, 1963, and who were not employed during the previous school year, shall hold a valid rank III or higher certificate.

(b) (Level 2)--All members of the instructional staff shall hold a valid rank III or higher certificate.

(c) (Level 2)--A minimum of 20% of the instructional staff shall hold a rank II or higher certificate, with none holding a certificate below rank III.

(d) (Level 3)--A minimum of 40% of the instructional staff shall hold a rank II or higher certificate, with none holding a certificate below rank III.

(4) Teacher aides - (when provided)

(a) Adequate number--(Level 2) Teacher aides or clerical assistants shall be provided to assume most non-professional tasks of the teacher.

(b) Planning time--(Level 2) Teachers and teacher aides shall be provided with sufficient time for joint planning and organizing.

(c) Training--(Level 3) Teacher aides shall have sufficient training to enable them to perform the tasks assigned.

130-9.14 INSTRUCTIONAL PROGRAM - OVER-ALL

9.141 Goals--Goals for general and vocational adult education are:

(1) To provide opportunities for the completion of educational objectives such as those leading to elementary completion, high school diploma, or United States citizenship

(2) To fulfill individual needs for self-improvement

(3) To emphasize that learning is a life-long process

(4) To develop specialized competencies needed for employment in occupations requiring less than a baccalaureate degree for entry in which there are reasonable expectations of employment

(5) To develop new specialized competencies and upgrade existing competencies of employed workers

(6) To provide counseling and information essential for meeting personal and vocational needs.

9.142 Survey of needs

(1) (Level 1)--There shall be an informal survey to dentify student needs and interests appropriate to age and educational levels.

(2) (Level 2)--A survey of staff members, other professional personnel, and representatives of the lay people shall be conducted within the preceding 3-year period to determine the potential of extending educational opportunities and services to students.

9.143 Developing program of studies--(Level 1) Each school shall formulate and institute a program of studies consistent with the philosophy of that particular school. This program shall be characterized by the following:

(1) Cooperative study and planning--The program shall grow out of cooperative study and planning by professional staff members, as well as by students and lay people, in the cases where they may be able to make helpful contributions

(2) Provisions for meeting needs--The program shall be purposeful in terms of the needs of the individual and society

(3) Provision for experiences--Provision shall be made for broad, balanced, varied, sequential, and continuing experiences

(4) Provision for utilization--Provision shall be made for utilizing the skills and abilities of students and faculty to furnish further meaningful experiences

(5) Provisions for moral and spiritual values--Provision shall be made to teach moral and spiritual values and the foundations of American democracy.

9.144 Evaluation--Systematic evaluation by the staff of individual students, areas of study, and total program, where appropriate, shall follow carefully planned procedures related to the stated goals.

(1) Basic evaluation--(Level 1) Continuous evaluation, through teacher observations, teacher tests, reporting systems, analysis of records, and appraisal of community support, shall be conducted, leading to adjustments in programs which will better provide for the personal and intellectual growth of the individual.

(2) Basic evaluation--(Level 2) Continuous evaluation, through standardized tests of achievement, ability, aptitude, interest, and anecdotal records shall be conducted, leading to adjustments in programs which will provide better for the growth of the individual. Job performance tests, standardized tests of achievement, ability, aptitude, and interest, shall be conducted which will provide better for the growth of the individual.

(3) Basic evaluation--(Level 3) Continuous evaluation through diagnostic tests and self-evaluation shall be conducted, leading to adjustments in programs which will provide better for the growth of the individual.

(4) Follow-up studies--(Level 1) The plan for evaluation shall include the utilization of information gathered through follow-up studies of former students.

9.145 Special occupational programs - persons with special needs - (when provided)

(1) Enactment--It shall be the duty of the County Board of Public Instruction to provide occupational training and related basic education for persons with special needs. The training and related education should be planned to meet the special interests and needs of the identified individual. The eligibility and number of persons with special needs accommodated and any special services and facilities provided shall be in accordance with the regulations of the State Board of Education and the State Plan for Vocational Education which are related to education of persons with special needs.

(2) Goal--Special instruction and services for persons with special needs are intended to make equitable the opportunities of public school programs by facilitating the unique conditions essential for the identification, evaluation, adjustment and learning of these persons and thus promoting their academic achievement, social competency, and other personal development through motivation provided by pre-occupational and vocational training.

(3) Extent of provisions

(a) County plan--(Level 1) The county shall provide through the County Vocational-Technical Program Planning Guide information relative to current program operation and projected program plans for persons with special needs.

(b) Records--(Level 1) There shall be adequate records identifying persons with special needs and the special services recommended necessary for adjustment and occupational competency.

(c) Special provisions--(Level 1) The school shall make provisions for persons with special needs who, with adjustments, are able physically, mentally, and emotionally to make satisfactory progress in their school program.

(d) Adaptive and corrective services--(Level 2) When deemed necessary for selected students, adaptive and corrective services, including specialized remedial education, physical therapy, and psychological and social services shall be provided.

(e) Evaluation--(Level 1) Standards in the evaluative section, 130-9.14-9.144, are to be applied to programs for persons with special needs.

9.146 Instructional resources

(1) Educational television - (when provided)--Educational television, when used other than as a supplement to regular classroom instruction, shall be considered in the vocational-technical schools and adult high schools as being experimental and the required forms for an experimental program shall be completed.

(2) Individual instruction through programmed materials - (when provided) - (grades 1-12)--The use of teaching machines, programmed textbooks, and other devices for self-instruction of students on an individual basis is at present in an experimental stage and should be regarded as such. It is anticipated that such programmed learning devices will be utilized in the following manner: to supplement regular instructions (through the library or classroom) as a means of providing for individual differences; to provide courses where there is not a sufficient number of enrollees or where there is no certified teacher available; to provide a means for students to repeat a course; to provide valid research through experimentation in the regular classroom.

(a) Enactment--The utilization of programmed materials for individual instruction, when offered, shall be characterized by the following goal and provisions.

(b) Goal--To provide the maximum educational opportunity for students with the optimum utilization of all methods of learning, student potential, and instructional materials available.

(c) Provisions

1. Extent of provisions--(Level 1) Provisions for programmed instruction through self-instructional devices shall be determined by the local school staff who take into consideration professional interest and identification of needs which may be appropriately met through such devices.

2. Policies--(Level 2) Written policies for the use of programmed materials shall be provided.

130-9.15 SCHOOL SERVICES, OVER-ALL

9.151 Student personnel services

(1) Enactment--Student personnel services shall be developed and made operative in each school.

(2) Goal--The aim of student personnel services shall be to assist students to attain the best possible adjustment to the school and program and to help students make plans for future education and to assist students in selecting the proper vocation or employment. The student personnel services shall be concerned with student placement and follow-up, welfare of students, and supportive of the instructional program.

(3) Provisions

(a) Student-Counselor ratio--(Level 1) One hour of student personnel service daily shall be provided by a counselor for each 125 students enrolled. (Personal improvement students shall be excluded.)

(b) Student-Counselor ratio--(Level 2) One hour of student personnel service daily shall be provided by a counselor for each 100 students enrolled. (Personal improvement students shall be excluded.)

(c) Student-Counselor ratio--(Level 3) One hour of student personnel service daily shall be provided by a counselor for each 75 students enrolled. (Personal improvement students shall be excluded.)

(d) Full-time Counselor--(Level 3) A full-time counselor shall be provided while school is in session.

(e) Limitation of duty--(Level 1) The time allowance and work assignment of the counselor shall be such as to promote the objectives of the student personnel services and prevent encroachment of non-related administrative duties.

(f) Exit interview--(Level 2) An exit interview shall be provided to assist each student with future plans. (Students enrolled for personal improvement or supplemental training may be excluded.)

(g) Student activities--(Level 3) Special student activities shall be available to all full-time students.

(h) Transfer of student personnel record--(Level 1) Whenever a student transfers to a new school, his cumulative record, or a complete transcript, shall be forwarded, upon request, except for personal improvement or supplemental students.

(i) Contents of student personnel record--(Level 1) The student personnel record shall contain vital personal data, grade and attendance records, and standardized test results.

(j) Employment opportunities--(Level 1) The vocational counselor shall be familiar with local, regional, and national employment conditions, and shall refer interested and qualified students for openings to appropriate employment offices.

(k) Referrals--(Level 1) The counselor shall refer students to appropriate school or community resources for further assistance when necessary.

(l) Occupational information--(Level 1) The student personnel services shall maintain and publicize pertinent vocational information and continuing educational opportunities.

(m) Orientation--(Level 1) Each student shall be provided an opportunity for an orientation to the school.

(n) Orientation conference--(Level 2) The principal or guidance counselor shall hold a conference with each new student enrolled in promotional, credit, or occupational preparatory courses.

(o) Testing program--(Level 1) The school shall develop and maintain a testing program.

(p) Test planning and use--(Level 1) A qualified student personnel counselor shall plan with the administration and teachers for the best uses of the testing procedures and results in the school. Test results shall be reflected in curriculum development.

(q) Testing program--(Level 2) A testing program shall consist of four parts: (1) plans for the testing program and the selection of appropriate tests; (2) in-service training of those who will give the test; (3) administration of the test; and (4) interpretation of test results to students and faculty.

(r) Student personnel record requirements--(Level 1) The school shall maintain and provide for the safekeeping of cumulative records for each student enrolled in promotional, credit, or occupational preparatory courses.

(s) Counseling services--(Level 1) Opportunities shall be available for students to be counseled for educational, vocational, personal, or social problems.

(t) Counseling--(Level 2) Scheduled individual conferences shall be held with each student enrolled in promotional, credit, or occupational preparatory courses.

(u) Occupational planning--(Level 2) Each student enrolled in a promotional, credit, or occupational preparatory course shall be assisted with the choice of a program based on his occupational planning and the interpretation of test results.

(v) Follow-up study--(Level 2) A comprehensive study shall be made at least every three years on drop-outs and graduates and reported to the faculty and administration to determine the need for curriculum change.

(w) Follow-up study--(Level 3) A comprehensive follow-up study shall be made annually on drop-outs and graduates and reported to the faculty and administration to determine the need for curriculum change.

(x) Secretarial services--(Level 1) Secretarial services shall be available to each counselor.

(y) Secretarial services--(Level 2) The number of hours of secretarial services provided shall equal 1/2 of the time required in 130-9.15, 9.151 (3)(b), student-counselor ratio.

(z) Secretarial services--(Level 3) The number of hours of secretarial services provided shall equal the time required in 130-9.15, 9.151 (3)(b), student-counselor ratio.

9.152 Library Services

(1) Enactment--Each school shall make operative a plan for securing, organizing, supplementing, caring for, and using instructional materials and equipment.

(2) Goals--Each school shall:

(a) Provide centralized services for the efficient and economical procurement and utilization of equipment and instructional materials of good quality and in sufficient quantity for teaching and learning at all levels of instruction.

(b) Provide qualified personnel to offer services in instructional materials and equipment, which will result in their wise selection, efficient organization, and proper use

(c) Provide space, facilities, and furnishings for convenient and efficient use of instructional materials and equipment.

(3) Library

(a) General

1. Classification--(Level 1) Library books and materials shall be classified and arranged by the Dewey Decimal System or another recognized system of classification.

2. Cataloging--(Level 1) All school-owned materials of instruction other than textbooks shall be described in the card catalog in the library, with full description of books, films, filmstrips, recordings, maps, and globes, and their location.

3. Cataloging--(Level 3) Centralized processing at the county or regional level shall provide cataloging service.

4. Shelf list--(Level 1) An up-to-date shelf list shall be provided, indicating the library's holdings of materials, arranged in the order in which they are kept in the library.

5. Shelf list--(Level 2) In addition to (4), a listing of materials in the county or regional materials center shall be provided in the school library.

6. Library policies and committee--(Level 1) The school shall have policies regarding library materials and services developed cooperatively by the faculty and approved by the principal. A library committee shall study the library program and its policies continuously and make recommendations to the faculty for its improvement.

7. Library policies and committee--(Level 2) The school shall have written policies regarding selection and use of library materials and services with special consideration of controversial materials.

8. Library policies and committee--(Level 3) Pertinent library policies shall be included in a student publication such as a student handbook or one edition each year of the student newspaper.

9. Availability of library--(Level 1) Library materials, equipment, and services shall be available to students and teachers during school hours and shall provide services before and after school, as determined by need.

10. Availability of library--(Level 2) Library materials, equipment, and adequate services shall be available to students and teachers during school hours and at least thirty (30) minutes before and thirty (30) minutes after school.

11. Library use--(Level 2) There shall be a plan to provide school time for students to use the library for reference and research, to have guidance in choosing and using books, and other materials for curricular or personal needs, and to have many varied opportunities to use the study or library skills they are learning.

12. Library use--(Level 3) Records shall be kept to show the use of printed and audio-visual materials by individual students and by class groups as a basis for further planning in the use of the library.

13. Teaching the use of the library--(Level 1) There shall be a plan for teaching library usage of printed and audio-visual materials - designed to meet the needs of the students.

14. County materials center service--(Level 3) As a supplement to the school library, a county center shall process and distribute printed and non-printed materials, audio-visual equipment, and professional books.

(b) Printed Materials

1. Book collection--(Level 1) A well selected collection of at least five educationally useful library books shall be provided for each student enrolled in the school for credit, promotional or preparatory courses, based on present membership. (New schools may mark this standard "yes" for the first year of operation.)

2. Book collection--(Level 2) A well-selected collection of at least seven educationally useful library books shall be provided for each student enrolled in the school for credit, promotional or preparatory courses, based on present membership.

3. Book collection--(Level 3) A well-selected collection of at least ten educationally useful library books shall be provided for each student enrolled in the school for credit, promotional or preparatory courses, based on present membership.

4. Reference collection--(Level 1) The minimum reference collection shall include an unabridged dictionary, at least one general encyclopedia published within the last five years, and a current almanac of general information.

5. Reference collection--(Level 2) The minimum reference collection shall include at least one unabridged dictionary, appropriate special purpose dictionaries, a variety of up-to-date sets of standard recommended encyclopedias pertinent for school use, and appropriate special purpose reference books.

6. Reference collection--(Level 3) Dictionaries, encyclopedias, atlases, and other special purpose reference tools shall be provided in up-to-date editions, in quantity, and in variety to assure quality school library services.

7. Magazines--(Level 1) The school library shall subscribe regularly to a variety of current magazines which have been selected for their suitability and are made accessible for reference by students and teachers.

8. Magazines--(Level 2) A school library shall subscribe to a variety of magazines carefully selected to support the instructional program, to meet the personal reading needs of students, and to provide professional stimulation to the faculty.

9. Back issues of magazines--(Level 1) Magazines useful for reference and other purposes shall be retained in the library and made accessible for as long as they are valuable. Appropriate periodical indexes shall be included in the library collections.

10. Vertical or information file--(Level 2) A vertical file of pictures, clippings, and pamphlets, organized by subject, shall be available in the school library to students and teachers.

11. Newspapers--(Level 1) The school library shall subscribe to at least one newspaper with state and national coverage.

12. Newspapers--(Level 3) The school library shall subscribe to at least three newspapers with news coverage at local, state, national, and international levels.

(c) Audio-visual equipment (The amount of audio-visual equipment required shall be determined by the number of students enrolled in the school for credit, promotional, or preparatory courses).

1. Motion picture projectors--(Level 1) At least one 16 millimeter sound motion picture projector in usable condition shall be available for use in the school.

2. Motion picture projectors--(Level 2) One sound motion picture projector in usable condition shall be provided for each 200 students, or major fraction thereof.

3. Motion picture projectors--(Level 3) One sound motion picture projector in usable condition shall be provided for each 100 students, or major fraction thereof.

4. Projectors - filmstrips and slides--(Level 1) Projection equipment for filmstrips and slides in usable condition shall be available for use.

5. Projectors - filmstrips and slides--(Level 2) Projection equipment for filmstrips and slides in usable condition shall be provided for each 200 students, or major fraction thereof.

6. Projectors - filmstrips and slides--(Level 3) Projection equipment for filmstrips and slides in usable condition shall be provided for each 100 students, or major fraction thereof.

7. Overhead projectors--(Level 2) One overhead or opaque projector in usable condition shall be provided for each 200 students, or major fraction thereof.

8. Overhead projectors--(Level 3) One overhead or opaque projector in usable condition shall be provided for each 100 students, or major fraction thereof.

9. Tape recorders--(Level 2) Tape recorders in usable condition, with necessary tapes, shall be provided for each 200 students, or major fraction thereof.

10. Tape recorders--(Level 3) Tape recorders in usable condition, with necessary tapes, shall be provided for each 100 students, or major fraction thereof.

11. Record players--(Level 1) A three-speed record player in usable condition shall be available in the school.

12. Record players--(Level 2) A three-speed record player in usable condition shall be available for each 200 students, or major fraction thereof.

13. Record players--(Level 3) A three-speed record player in usable condition shall be provided for each 100 students, plus additional equipment for the library.

14. Projection screens--(Level 1) Projection screens or surfaces shall be provided as needed for the use of available projectors.

15. Projection screens--(Level 2) One projection screen shall be provided for each piece of projection equipment.

16. Projection screens--(Level 3) One screen or projection surface shall be provided in each classroom, plus a large screen in auditoriums and team teaching areas, and portable screens for library and other special purposes.

17. Cameras--(Level 2) Cameras shall be available to a school when needed.

18. Cameras--(Level 3) A 35 millimeter or polaroid camera and motion picture camera shall be available in a school.

19. Portable projection stands--(Level 2) One portable projection stand shall be available for each sound motion picture projector and other projector equipment when needed.

20. Bulletin typewriter--(Level 2) A bulletin typewriter shall be available in the school.

21. Accessories--(Level 1) Accessories for audio-visual equipment shall be available to the school.

22. Accessories--(Level 2) Accessories for audio-visual equipment shall be available in each school.

(d) Financing library materials

1. Financing library materials--(Level 1) An average annual expenditure for library materials for the three years preceding this report shall be at least 8% of the total current cost of the required book collection (5 books per student enrolled in the school for credit, promotional, or preparatory courses) prorated as follows: 5% for printed materials and 3% for audio-visual materials. (New schools may mark this standard "yes"for the first three years of operation.)

2. Financing library materials--(Level 2) An average annual expenditure for library materials for the three years preceding this report shall be at least 15% of the total current cost of the required collection (5 books per student enrolled in the school for credit, promotional, or preparatory courses) prorated as follows: 10% for printed materials and 5% for audio-visual materials.

3. Financing library materials--(Level 3) An average annual expenditure for library materials for the three years preceding this report shall be at least 30% of the total current cost of the required collection (5 books per student enrolled in the school for credit, promotional, or preparatory courses) prorated as follows: 20% for printed materials and 10% for audio-visual materials.

(e) Programmed instruction - (when provided)

1. Selection of program materials--(Level 1) Programmed materials shall be selected carefully by teachers with the advice of consultants, supervisors, materials specialists, and subject-matter specialists as needed to ensure that the materials are psychologically and educationally sound.

2. Selection of programming devices--(Level 2) Teaching machines and similar devices shall be selected on the basis of their ease of operation by students, their simplicity and ease of maintenance, and the amount and quality of programmed material available for use with the particular device in operation.

9.153 Evaluation of services provided--Systematic evaluation of each school service shall follow carefully planned procedures based on the goals shown for each service.

(1) Annual evaluation--(Level 1) An annual evaluation of each service provided, leading to the appropriate adjustments in the program to meet over-all goals of the school, shall be conducted by the person responsible with the assistance of the administration.

(2.) Annual evaluation--(Level 2) An annual evaluation of each service provided, leading to the appropriate adjustments in the program, shall be conducted by the person responsible, with the assistance of the administration, teachers, and students.

(3.) Annual evaluation--(Level 3) An annual evaluation of each service provided, leading to the appropriate adjustments in the program, shall be conducted by the person responsible, with the assistance of the administration, teachers, students, professional consultants, community, and support groups.

.16 SCHOOL PLANT AND FACILITIES, OVER-ALL

9.161 Enactment--An appropriate, safe, sanitary, attractive, and functional school plant on an adequate site shall be provided and maintained to implement all instructional programs and administrative services.

9.162 Goals--The school plant shall be planned, arranged, equipped, and sufficiently flexible to:

(1) Facilitate the achievement of curricular objectives

(2) Contribute to the health, safety, and comfort of all occupants

(3) Contribute to the development of personal values.

9.163 The school site

(1) School site--(Level 1) The school site shall be adequate for the nature and scope of the educational program and related services.

(2) Appropriate school site--(Level 2) The total site shall be developed into appropriate areas designed to improve the instructional program and administrative services.

(3) School site maintenance--(Level 1) Maintenance and care of the school site shall be adequate to provide for protection, health, and safety.

(4) School site access--(Level 2) Access to the school site by vehicular and pedestrian traffic shall be free of hazards.

9.164 Buildings

(1) New buildings--(Level 1) All new buildings planned and constructed subsequent to the implementation of these standards shall conform to all minimum legal and regulatory requirements as set forth in the Florida Statutes and the State Board of Education Regulations. Every effort shall be made to satisfy the planning criteria released from time to time by the State Department of Education.

(2) Utilization of rooms and spaces:

(a) Scheduling of space--(Level 1) Rooms and spaces shall be scheduled for their most appropriate use.

(b) Functional use--(Level 2) The function of rooms and spaces shall determine their use, but this shall not restrict multiple use of space when necessary.

(c) Space utilization--(Level 3) Space utilization shall be evaluated at least annually by use of a chart, and appropriate adjustments made.

(d) Flexibility--(Level 3) Individual spaces as well as the entire facility shall be easily changed or re-arranged to accommodate future needs and program requirements.

(3) School plant (safety to life)

(a) Exits

1. Occupied space egress--(Level 1) Every occupied space shall be arranged, equipped, and maintained so as to permit prompt egress in case of fire or other emergency.

2. Exterior egress--(Level 1) All required means of egress at the ground level shall lead directly to streets or yard areas for safety.

3. Means of egress--(Level 1) Every floor of every building shall have a minimum of two means of egress as remote from each other as practicable.

4. Alternate egress--(Level 2) Every room or space with a capacity of 10 to 100 occupants shall have a minimum of one (1) doorway to the open air at ground level, or to either an exterior or interior means of egress where the doorway opens to an interior means of egress. There shall be an alternate means of egress provided by one of the following:

   a. An operable window or panel opening directly to the outside, having a minimum clear opening 28 inches wide by 28 inches high, and a maximum sill height of 32 inches above the finished floor

   b. Interior doors opening into separate corridors or corridors separated by approved smoke doors

   c. A swinging door opening into an adjoining room having a secondary exit as described in a. or b. above.

5. Two separate exits--(Level 2) Every room or space with a capacity of 600 to 1000 occupants or over 2,000 square feet shall have a minimum of two (2) separate exits arranged as remote as possible.

6. Exit doorways--(Level 2) Exit doorways shall be so located that the maximum distance from a classroom door shall not exceed 125 feet, measured along the line of travel. In open-plan buildings, the maximum distance from any point to an exit shall not exceed 100 feet.

(b) Doors

1. Exit doors--(Level 1) Exit doors and gates shall be of the hinged type, shall swing in the direction of exit travel, and shall be readily opened from the side from which egress is made.

2. Locked exit doors--(Level 2) Exit doors from student occupied spaces, having a capacity of more than 10 but less than 100, and all student toilet rooms requiring locks, shall be equipped with locksets having a "school house function."

3. Panic hardware--(Level 2) All other exit doors and gates requiring locks for security shall be equipped with an approved panic release device.

4. Smoke doors--(Level 1) Smoke stop doors shall be self-closing and may be held in the open position if equipped with devices which will release the door upon detection of smoke or activation of the fire alarm system.

5. Fire doors--(Level 1) Fire doors shall be self-closing and equipped with positive latching devices to hold them in the closed position.

6. Corridor doors--(Level 2) Every door swinging into a corridor less than 10 feet in width shall be hung so that it will open flat, except for normal knob space, against the adjoining wall.

7. Maximum step--(Level 2) A maximum step of 1½ inches shall be permitted at doors in the path of egress.

(c) Corridors

1. Corridor doorways--(Level 1) Corridors shall be so arranged that each end connects to an exit doorway without pockets or dead ends more than 20 feet in length.

2. Corridor exits--(Level 1) All main exit corridors shall be a minimum of 8 feet wide and 8 feet high.

3. Secondary corridors--(Level 2) Secondary corridors, which do not exceed 20 feet in length and do not connect primary corridors, may be 6 feet wide.

4. Hallways--(Level 2) Hallways in non-instructional areas shall be a minimum of 3 feet 6 inches wide.

5. Corridor length--(Level 1) Corridors 300 or more feet in length shall be divided into sections not to

exceed 300 feet in length by approved smoke door installations. (Corridor length shall be a summation of continuous corridor lengths.)

6. Exterior balcony--(Level 1) An exterior balcony serving as a means of egress shall be not less than 60 inches wide and shall have protective railings with the top rail not less than 42 inches high.

7. Exterior balconies--(Level 2) Exterior balconies serving as a means of egress shall be roofed and shall have stairways to grade not over 250 feet apart, so located that an exit will be available in either direction from the door of any individual room or space.

(d) Stairways

1. Stairway egress--(Level 1) Every building of two or more stories shall be provided with at least two stairways, comprising separate means of egress, located as remotely from each other as possible. (Elevators, fire escapes, and slide escapes do not constitute a required means of egress.)

2. Stairway construction--(Level 1) Stairways from floor to floor shall be constructed of permanent noncombustible materials in straight runs between landings. There shall not be less than 3 nor more than 14 risers per run.

3. Stairway width--(Level 1) The minimum clear width of stairways serving as required means of egress shall be based on the occupancy of the space (1 unit of exit width (22") per 60 occupants), but shall in no case be less than 44 inches.

4. Stair landings--(Level 1) The length and width of stair landings shall be no less than the width of the stairway in which they occur.

5. Stair steps--(Level 1) Treads shall be of uniform width and risers of uniform height in any flight of stairs. The riser shall not exceed 7 inches in height and the tread, exclusive of nosing, shall be not less than 11 inches.

6. Handrails--(Level 1) Handrails shall be provided on both sides of all stairs required as means of egress. Any stairway 88 inches or more in width shall be provided with intermediate handrails so positioned that there will not be more than 72 inches between adjacent handrails.

7. Secondary stairs--(Level 1) Secondary stairs less than 44 inches wide shall have a handrail on at least one side.

8. Stairway storage--(Level 1) Stairways having closets or storage space under or over a stairway shall be constructed of a permanent non-combustible material.

9. Floor elevations--(Level 1) Differences in floor elevations which require less than three risers shall be made by ramps with gradients not to exceed 1 inch per 10 inch run.

10. Stairway enclosure--(Level 1) Stairway enclosure will not be required for a stairway serving only one adjacent floor except a basement and not connected with corridors or stairways serving other floors, provided item (c) 5. corridor length, has been satisfied.

11. Outside stairways--(Level 1) Outside stairways shall be separated from the building by the width of the required exterior corridor.

12. Fire escapes--(Level 1) Fire escape stairs shall be remote from each other and from interior stairs, yet convenient and readily accessible to the area to be served. Floor level access shall be provided.

(e) Separation of spaces

1. Open plan buildings--(Level 1) Open plan buildings shall not exceed 30,000 square feet in undivided area. Openings in the wall shall be provided at intervals not to exceed 300 feet and approved smoke doors or operable wire glass windows installed in the openings.

2. Assembly space--(Level 2) Cafeterias, gymnasiums, auditoriums, or any combination of such spaces, shall be separated from the balance of the building by walls with the openings protected by approved smoke doors.

(f) Glass

1. Glass openings--(Level 1) Glass in doors, side lights, and other openings subjected to frequent exposure to accidental human impact shall be ¼ inch wire, safety or tempered glass, except that when the least dimension is less than 6 inches, regular glass at least 7/32 inches thick may be used.

(g) Safety

1. Floor surfaces--(Level 2) Floor surfaces which may

become slippery from water shall have a non-slip impervious surface.

2. Gas control--(Level 2) Each space equipped with unprotected gas cocks accessible to students shall have a master control valve readily accessible to the instructor.

3. Master control--(Level 2) Spaces equipped with electrically powered machinery accessible to students shall have one or more master disconnect switches at convenient locations.

4. Power tool guards--(Level 1) Approved guards shall be placed on all power tools used in the school.

(h) Exit lights

1. Exit lighting--(Level 1) The floor of all required corridors, stairways, landings, ramps, balconies and exit doorways shall be continuously illuminated.

2. Exit signs--(Level 1) Exit doors from each floor and paths thereto which are not obvious to occupants shall be clearly marked with illuminated exits and directional signs. Places of assembly shall have all exits clearly marked. The source of power for illuminating these signs shall be ahead of the main disconnect switch.

(i) Heating and air conditioning

1. Furnace rooms--(Level 1) All rooms which house fired furnaces or boilers shall be separated from the rest of the building by walls, partitions, floor and ceiling of not less than one hour fire-resistive construction. Each furnace room shall have a doorway opening directly to the exterior. Any opening into the interior of the building from a furnace room shall be provided with a fire-stop door.

2. Air handling equipment--(Level 1) Air handling equipment serving more than one room shall be automatically disconnected and stopped upon activation of the building fire alarm system.

(j) Alarm systems

1. Fire alarm system--(Level 1) Manually operated electrically impulsed fire alarm system shall be provided in all school plants.

2. Fire alarm equipment--(Level 1) Fire alarm signaling equipment shall be restored to service as promptly

as possible after each test or alarm, and shall be kept in normal condition for operation.

3. Manual alarms--(Level 2) All manually operated sending stations and alarm sounding devices in a single system shall be of the same general type.

4. Location of sending stations--(Level 1) Manually operated sending stations shall be provided near all main exits and in the natural path of escape from fire. Sending stations shall be so located that from any part of the building not more than 200 feet will have to be traversed in order to reach a sending station on the same floor. There shall be at least one sending station on each floor of each building.

5. Sounding devices--(Level 1) Required sounding devices shall be used for fire alarm purposes only and shall be distinctive in pitch and quality from all other sounding devices.

6. Power supply--(Level 1) The signaling system power supply circuit shall be connected ahead of the main disconnect switch. Batteries shall not be used as the primary power source for alarm systems.

7. Fire extinguishers--(Level 1) One fire extinguisher shall be provided for each 5,000 square feet of floor space or portion thereof.

8. Location of extinguishers--(Level 1) A fire extinguisher shall be so located that not more than 100 feet travel is required from any point to reach the nearest unit.

9. Fire hazard requirements--(Level 1) Where potential fire hazards require it, extinguishers using agents other than water shall be provided in addition to those required above. (i.e. kitchens, shops, science labs, etc.)

10. Maintenance of extinguishers--(Level 1) Annual re-charging and re-conditioning shall be provided for all extinguishers using chemical propellants.

(4) School plant (health and sanitation)

(a) Illumination

1. Proper illumination--(Level 1) All areas of the school plant shall be provided with illumination suitable for the activities to be carried on therein.

2. Single illumination sources--(Level 1) Illumination

shall be designed so an occupied area or means of of egress shall not depend on a single bulb or fixture.

3. Prevention of glare--(Level 2) Sources of natural light in instructional spaces shall be glazed with glare-reducing material or be shielded to prevent glare which will interfere with the seeing task within the space.

4. Illuminated aids--(Level 2) Illumination of chalkboards, bulletin boards, and other visual aids, shall be designed to eliminate glare and otherwise enhance their use.

5. Instructional space illumination--(Level 2) Illumination in all instructional spaces shall provide a minimum of 70 footcandles at normal task level.

6. Exterior lighting--(Level 1) All entrances into the school, and all exterior walks leading from the parking area to the school, shall be lighted.

(b) Ventilation

1. Ventilation--(Level 1) All occupied rooms, including toilet rooms, shall be provided with natural or mechanical ventilation.

2. Natural air flow--(Level 2) In instructional spaces where natural air flow is relied upon for occupant comfort, it shall assure cross-ventilation and air movement at the level of the seated student.

3. Cross ventilation--(Level 2) Where windows, louvers, or other openings are used for natural cross-ventilation, they shall be properly sized and located in opposite walls and shall open directly to the outside.

4. Natural ventilation--(Level 2) The method of natural ventilation in cafeterias, gymnasiums, and places of assembly having a capacity of 200 or more shall provide required openings in two opposite walls, and be so located and proportioned to assure air movement at the level of all occupants.

5. Gravity ventilators--(Level 2) Gravity ventilators may be used as an exhaust medium in lieu of natural cross-ventilation, provided they are designed and located to insure movement of air across the room at the level of the seated student.

6. Mechanical ventilation--(Level 2) All occupied spaces

which do not meet the requirements for natural ventilation shall be mechanically ventilated. The ventilation system shall be designed to insure air movement throughout the room at the level of the seated student.

7. Exhaust ventilation--(Level 2) Mechanical ventilation by means of exhaust shall be provided for all toilet rooms, shower and locker rooms, storage rooms for soiled clothes, sculleries, and other areas in which odors or contaminates are generated.

(c) Heating and cooling

1. Heating facilities--(Level 1) All permanent school plants shall be provided with central heating facilities.

2. Heating system temperature--(Level 1) Heating systems shall maintain a temperature of at least 70° F in all occupied spaces.

3. Type of equipment--(Level 1) No school plant or portion thereof shall be equipped with any type of equipment in which the fumes or combustion of fuels may be discharged or can escape into the interior of the building.

4. Air conditioning--(Level 3) All school plants or portions thereof shall be equipped with air conditioning systems for summer cooling.

(d) Toilet rooms and plumbing

1. Plumbing facilities--(Level 1) Every school plant shall be provided with toilet and hand washing facilities for all occupants. These facilities shall be located for convenient student access.

2. Staff facilities--(Level 2) Facilities for faculty and staff shall be provided in rooms separate from students.

3. Common facilities--(Level 1) Separate toilet facilities shall be provided for both sexes.

4. Access to facilities--(Level 1) Toilet facilities shall be accessible under continuous roof cover from all occupied spaces. Access to group toilets shall not be through an occupied space.

5. Walls and floors--(Level 1) Walls to a height of at least 4 feet, toilet partitions, and the floor of all toilet rooms shall be finished with impervious materials.

6. Floor drains--(Level 2) All toilet rooms shall be

provided with at least one floor drain and each group toilet room shall have a hose bibb. The floor shall be sloped to the drain. Stall urinals shall not be used as floor drains.

7. Washing facilities--(Level 2) Hand washing facilities shall be located in or adjacent to each toilet room, as well as in appropriate instructional areas. (Laboratories and shops).

8. Group toilets--(Level 3) In group toilet rooms, each toilet fixture shall be separated by a partition from adjoining ones and a door shall be provided on each stall which will entirely conceal the occupant from outside view.

9. Toilet room doors--(Level 3) All entrance doors to group toilet rooms shall be self-closing and a screen or other arrangement shall be provided to block the the view of toilet rooms when the door is open.

10. Fixtures--(Level 2) Toilet fixtures shall be provided for the capacity of schools according to the ratios set within existing laws and regulations.

11. Drinking fountains--(Level 2) Drinking fountains of an approved, sanitary slant-jet type shall be provided in the ratio of at least one fountain for each 100 occupants.

12. Fountain location--(Level 1) At least one fountain shall be provided for each floor and wing, with a minimum of two drinking fountains per school. In no case shall drinking fountains be located in toilet rooms.

13. Shower rooms--(Level 2) Shower rooms and stalls shall have floors, partitions, and walls (to a minimum height of 6 feet) finished with dense non-absorbent and non-corrosive materials with a smooth impervious surface. Floors shall be slip resistant.

14. Shower floors--(Level 2) Floors shall be drained in such a manner that no waste water from any shower head will pass over areas occupied by other bathers.

15. Shower water--(Level 2) Shower water shall be heated and the temperature shall not exceed 120°.

(e) Food service facilities (when provided)

1. Toilet facilities--(Level 1) Toilet facilities (minimum of one water closet and one lavatory) shall be provided.

2. Toilet rooms--(Level 1) Toilet rooms shall be completely enclosed and shall have self-closing doors and shall not open directly into food preparation and serving areas.

3. Hand washing facility--(Level 2) A lavatory for hand washing shall be located in the food preparation area.

4. Separate sinks--(Level 2) Separate sinks shall be provided for the preparation of foods and the washing of utensils. Hot and cold water shall be supplied to all sinks.

5. Kitchen walls--(Level 2) Walls in kitchens and sculleries shall be finished with smooth impervious material to a minimum height of at least 5 feet.

6. Kitchen floors--(Level 2) Floors in areas where food is prepared or stored, and sculleries, shall be finished with smooth, impervious materials which are easily cleanable and slip resistant.

7. Garbage rooms--(Level 1) Garbage and rubbish rooms shall be finished with easily cleanable materials and shall be well ventilated and screened to be vermin proof. Waste water from cleaning operations shall be disposed of through the building sewage system.

8. Protected openings--(Level 2) All openings to the outer air from areas where food is stored, prepared or served shall be protected from the entrance of flies and other flying insects by self-closing doors which open outward, screens of not less than 16 mesh to the inch, or controlled air currents.

(f) Insulation

1. Thermal insulation--(Level 2) All occupied spaces of school plants shall be provided with thermal insulation for comfort and economy in operating the heating and cooling systems.

(5) School plant (educational requirements and environment)

(a) Administrative space

1. Administrative suite--(Level 1) Provision shall be made for the functions of administration in each school plant.

2. Office space--(Level 2) Adequate office space shall be provided for the principal and his assistants.

3. Records and files--(Level 2) Provision shall be made for the storage of important records and files in fire-resistant storage facilities.

4. Equipment and space--(Level 2) Adequate office equipment, storage, and work space shall be provided for carrying out the functions of administration.

5. Teacher space--(Level 2) Adequate work space shall be provided for teachers.

6. Teacher lounge--(Level 2) Adequate space shall be provided where teachers may work or relax when free of student responsibilities.

7. Emergency care space--(Level 1) There shall be a space, or spaces, designated for emergency care of the ill or injured.

8. Health clinic--(Level 3) A health clinic shall be provided which is adequate for the isolation and temporary care of students who become ill or injured.

9. Receipt and dispensation space--(Level 2) Space shall be provided for receiving and distributing supplies, materials, and equipment.

(b) General education spaces

1. Classroom space--(Level 1) A classroom with appropriate furniture and equipment shall be provided each class.

2. Classroom size--(Level 2) General education classrooms or interchangeable classroom spaces shall provide a total area for instructional purposes of not less than twenty-two square feet per student station.

3. Small group space--(Level 3) Spaces for student-teacher conferences, small group discussions, and other appropriate purposes shall provide not less than twenty-five square feet of floor space per student station for instructional purposes.

4. Individual study space--(Level 3) Individual study spaces shall be appropriate for the purpose intended, whether for lab work, listening, recording, studying, or viewing. Spaces shall be easily accessible and readily supervised.

5. Classroom equipment--(Level 2) All classrooms shall be equipped to serve the instructional activities conducted therein. Chalkboard and tackboard, materials and equipment, storage, book shelves, and hanging space appropriate to the space, shall be provided.

6. Obstructions--(Level 1) All instructional spaces shall be free of obstructions which prohibit the instructor from observing all areas under his supervision at all times.

(c) Assembly spaces

1. Size of space--(Level 2) All schools shall have access to an assembly area which shall provide not less than seven square feet per person for seating space.

2. Student area--(Level 2) An area shall be provided to accommodate students before and after school, during lunch, and other authorized breaks.

(d) Miscellaneous

1. Electrical outlets--(Level 2) A minimum of four duplex electrical outlets shall be provided in each instructional space. (In locating these outlets, the use of standard classroom equipment should be considered.)

2. Outlets for special rooms--(Level 2) Special purpose rooms shall be provided with electrical outlets suitable for the special equipment to be used therein.

3. Location of outlets--(Level 2) Electrical outlets of proper voltage shall be conveniently located in rooms and corridors for use of cleaning equipment.

4. Insect protection--(Level 1) All classrooms used for instruction at night shall have climate control or shall be screened for student protection from insects.

5. Parking facilities--(Level 1) A lighted parking area shall be provided.

6. Parking facilities--(Level 2) A lighted and paved parking area shall be provided.

7. Parking facilities--(Level 3) A lighted and paved parking area shall be provided of a size to accommodate the largest number of students and staff personnel in regular attendance at any given time.

8. Bell system--(Level 2) A complete automatic program bell system shall be provided.

9. Inter-communication--(Level 3) A complete two-way intercommunications system shall be provided.

(e) Light control

1. Lighting fixtures--(Level 3) Lighting fixtures in

instructional spaces shall be circuited and switched so that the light level may be reduced by 80% and retain even distribution to facilitate the use of projected visual aids and allow note-taking while lights are dimmed.

2. Sources of light--(Level 1) Sources of natural light in all instructional spaces shall be provided with some means of cover to allow for use of projection equipment.

(f) Storage facilities:

1. Storage of textbooks--(Level 2) Appropriate space shall be provided for the storage of textbooks.

2. Storage of materials and supplies--(Level 2) Appropriate space shall be provided for the storage of materials and supplies.

3. Storage space for faculty use--(Level 2) Appropriate space shall be provided for faculty use.

4. Storage space for student use--(Level 3) Appropriate space shall be provided for the storage of student books and personal belongings.

(g) Floor surfaces and coverings - classrooms

1. Floor coverings--(Level 1) All standard classrooms and libraries shall be covered with resilient material.

2. Floor surfaces--(Level 1) All other instructional areas and classrooms shall have floor surfaces which are even and free of dusting. (Concrete floors must be treated.)

3. Bare concrete--(Level 2) Bare concrete which is integrally hardened and properly sealed to prevent dusting may be used in places of assembly witn fixed seats (beneath the seating area only) in shops and art rooms where the activities involved make the use of other flooring material impractical.

(h) Acoustics

1. Acoustics--(Level 1) All occupied spaces shall be acoustically treated for the hearing task within the room.

2. Noise and vibrations--(Level 2) Transmission of noise and vibrations from one space to another shall be reduced to a level where it will not be distracting, annoying or otherwise affect the usefulness of the occupied space.

3. Acoustical treatment--(Level 2) Instructional space shall be treated to control reverberation, echo or excessive deadness which would adversely affect the hearing or speaking conditions within the room or otherwise render it unsuitable for the purpose for which it was designed.

4. Acoustical attention--(Level 2) Places of assembly, music instruction rooms, mechanical equipment rooms, administration suites, student personnel area, and areas of high noise generation shall be given special acoustical attention.

(i) Flexibility and convertibility

1. Flexible plant--(Level 2) The school plant shall be able to accommodate changing educational programs. The structural systems, partitions, and plan layout shall allow for practical conversion of the enclosed space.

2. Placement of utilities--(Level 2) Placement of utilities, toilet rooms and mechanical equipment shall, so far as practicable, be based on the assumption that during the life of the building interior spaces will of necessity be re-arranged.

9.165 Custodial services

(1) Site

(a) Care of site--(Level 2) Lawn, shrubs, trees and grounds shall be properly established and maintained.

(b) Care of grounds--(Level 2) Paper, debris, and obstructions which are unsanitary or hazardous shall be removed regularly and disposed of properly.

(2) Buildings

(a) Staff--(Level 1) An adequate custodial staff shall be provided so that necessary housekeeping tasks are performed regularly and the school plant kept clean and sanitary.

(b) Schedule--(Level 2) Custodial tasks shall be scheduled systematically so that time within the work day is allocated for those jobs that must be done.

(c) Schedule--(Level 2) The custodial staff shall be scheduled to perform housekeeping tasks in an effective and efficient manner at a time other than the regular school hours.

(d) Equipment--(Level 2) Adequate and appropriate hand tools, equipment and supplies shall be provided to enable the custodial staff to perform its functions effectively.

(e) Objectionable odors--(Level 2) All toilet rooms shall be kept free from objectionable odors by periodic cleaning and sanitizing of floors, partitions, walls, fixtures, and other bacteria-producing areas.

(f) Sanitation--(Level 2) All toilet, shower and locker room floors and walls shall be kept dry, clean and properly ventilated when not in use. Fixtures shall be kept clean, sanitary and in good repair.

(g) Storage--(Level 2) Central storage space for all custodial and cleaning materials, supplies and equipment shall be provided. In addition, individual stations with service sink, shall be provided to effectively serve each building, wing, or floor of the school plant.

(h) Storage--(Level 2) All custodial and cleaning materials, supplies and equipment shall be stored in a clean, safe and orderly manner.

9.166 Maintenance services

(1) Site

(a) Drainage--(Level 2) Adequate surface and underground drainage shall be provided and maintained to eliminate standing water and to control soil erosion.

(b) Paving--(Level 2) All paving and continuous drainage structure shall be properly maintained.

(c) Grounds--(Level 3) Trees, shrubs, and sod shall be established in accordance with a well designed landscape plan.

(2) Buildings

(a) General maintenance--(Level 1) The structural adequacy of each building shall be maintained by keeping foundations, walls, structural members, and roofs in good repair.

(b) Exterior walls and doors--(Level 2) Exterior walls and doors shall be properly maintained.

(c) Exits--(Level 1) No exit door or gate shall be blocked by obstructions or be chained, hooked or padlocked at any time.

(d) Windows--(Level 2) Windows shall be kept in good repair and operating condition at all times.

(e) Roof--(Level 1) The roof shall be kept in good repair.

(f) Water control--(Level 2) The control of water from building roofs shall be such that grounds, foundations and walls are protected from erosion and water damage.

(g) Flooring--(Level 2) Exterior and interior floors shall be kept in good repair and appropriately finished.

(h) Interior walls--(Level 3) The interior wall surfaces shall be free of cracks, discoloration and stains.

(i) Interior painting--(Level 2) The frequency of painting shall be such that the reflecting surfaces of walls and ceilings are properly maintained.

(j) Chalkboards--(Level 2) Chalkboards and tackboards shall be kept in good condition.

(k) Toilet room floors--(Level 2) Toilet, shower, and locker room floors, walls, and partitions shall be kept clean and free of discoloration, stains, and damage.

(3) Utilities

(a) Electrical wiring--(Level 2) The electrical system shall be maintained to meet all applicable safety codes.

(b) Electrical fixtures--(Level 1) Electric lighting fixtures and control devices shall be maintained and free of operational difficulties.

(c) Mechanical equipment--(Level 2) All mechanical equipment shall be serviced regularly and kept in good repair.

(d) Heating system--(Level 2) The heating system shall be kept in good repair and shall operate at reasonable efficiency.

(e) Ventilating system--(Level 2) All ventilating equipment shall be operative and kept in good condition.

(f) Climate control system--(Level 2) The climate control system shall be kept in good repair and operate at reasonable efficiency.

(g) Water supply system--(Level 1) The on-site water supply system shall be maintained so that it operates effectively and efficiently. The water shall be tested for potability by the State Board of Health at least once each year. Written approval shall be on file in the principal's office that the on-site water supply is safe for drinking and cooking purposes. Schools served by public water systems meet this requirement.

(h) Drinking fountain--(Level 2) All drinking fountains shall be kept operative.

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(i) Sewage disposal system--(Level 1) The on-site sewage disposal system shall be maintained so that it operates effectively.

(j) Plumbing fixtures--(Level 2) All sanitary toilet room fixtures shall be kept in operating condition.

9.167 Facilities for specific areas

(1) Special needs facilities (when provided)

(a) Basic facilities--(Level 1) Provision shall be made to provide facilities for persons with special needs by adaptation of existing facilities or specially constructed facilities.

(b) Special facilities--(Level 2) Special facilities shall be provided which incorporate architectural features and equipment that facilitate the mobility, safety, comfort, and instruction of persons with special needs.

(2) Student personnel facilities

(a) Student personnel conference space--(Level 2) The school shall provide for each full-time counselor or equivalent a private space to be used for student-counselor conferences. Such space shall be apart from instructional space and shall be equipped with appropriate furniture.

(b) Student personnel suite--(Level 3) The student personnel suite shall consist of at least an outer office or waiting room and one private office for each of the counselors on the staff. The outer office or waiting room shall contain book shelves for college catalogs, books, and pamphlets on occupational information. It shall have comfortable chairs and adequate lighting.

(3) Library facilities (Library personnel requirements are based on the membership of students enrolled in the school for credit, promotional, or preparatory courses.)

(a) Library center or resource area--(Level 1) All schools shall have a library center or resource area.

1. Schools with fewer than 200 students shall provide a library resource area.
2. Schools of 200 or more students shall provide a central service area and a reading area.

(b) Work and storage area--(Level 3) A library shall include a room or rooms of adequate size for preparation, servicing, and storage of printed and audio-visual materials and equipment. This space shall be provided with running water.

(c) Work and storage area--(Level 3) A library shall include a room or rooms of adequate size for preparation, servicing, and storage of printed and audio-visual materials and equipment. This space shall be provided with running water.

(d) Conference rooms--(Level 2) One combination conference room and listening room shall be provided in the school library.

(e) Conference rooms--(Level 3) Two or more combination conference rooms and listening rooms of adequate size shall be provided.

(f) Graphic area--(Level 3) An area shall be provided in the school for the production of charts, slides, transparencies, flannel boards, mock-ups, and similar materials.

(g) Library capacity--(Level 2) Schools with less than 200 students shall provide a reading room of at least classroom size; schools with 200-550 students shall provide a library space to seat 45-55 students, allowing 25 square feet per seated user; schools with more than 550 students shall provide library space to seat 10% of the enrollment, allowing 25 square feet per seated user.

(h) Library capacity--(Level 3) Schools with less than 200 students shall provide a library space of at least 700 square feet; schools with 200-550 students shall provide space to seat 45-55 students, allowing 30 square feet per seated user; schools with more than 550 students shall provide space to seat 10% of the membership, allowing 30 square feet per seated user.

(i) Equipment--(Level 2) The library equipment shall include at least the following: bulletin board, library tables and chairs, circulation desk, library card catalog cabinets, provisions for filing pictures and pamphlets, sufficient shelving for books and periodicals, and cabinets for audio-visual material. A typewriter shall be available when needed.

ADULT HIGH SCHOOL STANDARDS

130-9.21 GENERAL GUIDES - ADULT HIGH SCHOOLS

9.211 Administration

(1) Credits or units of credits--Adult High Schools may grant credits, or units of credit, on the basis of any one of the following in accordance with written County Board Policy:

- (a) Recommendation of the subject area teacher, and a passing score on a proficiency examination, constructed by a team of 3 or more teachers with recent teaching experience in that subject.
- (b) Attainment of a satisfactory score on a standardized subject matter examination.
- (c) Successful completion of course requirements through actual classroom attendance.
- (d) Successful civilian or military work experience in a recognized skilled occupation requiring specialized training and schooling. Successful work experience shall be validated in writing by the employer. A maximum of two credits may be granted.
- (e) Successful completion of a vocational-technical course.

(2) Graduation credits--A minimum of sixteen (16) credits earned in grades 9-12 shall be required for graduation from an adult high school. Eight (8) credits, based on individual deficiencies, are required from the academic subject fields of English, mathematics, science, and social studies. A minimum of one (1) credit shall be earned in each of these fields. One (1) credit in American History and Government (or American History and Civics) and a course (30 hours) in Americanism vs. Communism shall be required for an adult high school diploma, which may be included in the eight (8) credits required from the academic fields specified above. The Americanism vs. Communism course may be included as a part of the American History and Government credit course.

(3) Special graduation requirements

- (a) Residence--A minimum of 2 credits shall be earned in residence at the school issuing the diploma, before an adult high school diploma is granted.
- (b) Early graduation--No adult student shall be graduated prior to the time that he would normally have been graduated had he remained in the regular full-time day school.

(4) High school graduation under early admission and advanced studies program--Schools may accept the following procedure as listed in all three of the following requirements for graduation of adult students:

(a) Approval of the county school board

(b) Adult student is accepted by an accredited college after completion of at least 12 credits, 6 of which are required courses for graduation

(c) The adult student may be awarded a diploma of graduation with his regular class or at a time convenient to the principal, based on the following:

1. Adult student has completed two college quarters or equivalent with a normal class load and maintained at least a "C" average or equivalent

2. The adult student's cumulative folder shall show adequate notations covering the work accomplished while in college

3. Adult student must complete two (2) high school credits in residence.

(5) Accepting adult transfer students--[redacted] The grade placement or acceptance of credits for adult transfer students shall be in accordance with county policies, subject to the following conditions:

(a) All evidence of work or credits offered for acceptance shall be based on an official transcript

(b) Work or credits from state or regionally accredited schools shall be accepted at face value within limits imposed by the county

(c) Work or credits from non-accredited schools shall be validated by a standard proficiency test or by satisfactory performance during a probationary period established by county policy

(d) All adult students shall meet the adult graduation requirements of the Florida State Department of Education.

(6) Credits, graduation, early admission and transfer students--The school shall comply with all requirements pertaining to the granting of credit, graduation requirements, early admission, and transfer of credit, and copies of all written county board policies relating thereto shall be on file in the Accreditation Section, State Department of Education.

9.212 Instructional program

(1) Private instruction--When accepted for credit toward graduation, private instruction in music and art shall be designated by the following:

   (a) The course of study and the instructor shall be approved by the principal

   (b) The course shall be equal in quality and direction to that course in the regular credit program, had it been offered

   (c) Work shall be done outside of school hours and under the supervision of the principal

   (d) Instruction shall be in strict accordance with other state board regulations and county policies.

(2) Definitions--subject matter areas

   (a) Art education--Art in the schools involves a learner's personal creative endeavor with visual and tactile materials; consequently, it can be experienced by others and re-experienced by the creator. Education in art develops needed skills in problem solving, expressing, questioning, selecting, eliminating and unifying. These are developed through teacher-student planned activities in relation to goals, content and evaluation.

   (b) Business education--Business education is a program designed to contribute to the general education of the adult student through the application of basic principles, concepts and knowledges required for practical bookkeeping, typewriting, shorthand, and other business subjects related to every day living.

   (c) Foreign languages education--Foreign languages deal with the various phases of communication--listening, speaking, reading, writing--in the respective language being studied other than English.

   (d) Health education--The health program is the process of providing learning experiences for the purpose of influencing knowledges, attitudes, and conduct related to individual and group health.

   (e) Industrial arts--Industrial arts is a program of instructional shop or laboratory work which provides general educational experiences built around the industrial and technical aspects of life and offers orientation in the areas of appreciation, production, and consumption through actual experience with tools, materials, and processes.

   (f) Language arts education--Language arts deal with the various phases of communication--listening, speaking, writing, and reading. They often are called tool subjects for they enable adult students to learn, mature, use native capacities, and acquire skills for a vocation or profession more effectively.

(g) Mathematics education--Mathematics is that phase of the curriculum which is planned to help the adult students cultivate competencies in the basic skills and understandings of number structure and forms; develop the abilities to communicate through mathematics symbols, charts, graphs; and to recognize the importance of mathematics to the economic and social structure of our life.

(h) Music education--Music instruction through general and specialized instruction in singing, playing of instruments, listening, and rhythmic movement, provides for: 1) personal satisfaction and emotional and aesthetic development, as well as a basis for intelligent choice making; 2) opportunities to know, use, and express through creation and re-creation the cultural heritage of man; and 3) the development of the unique skills and techniques of music participation to the extent of the adult student's interest and ability.

(i) Safety and survival education--Safety and survival education is that part of the school curriculum which helps adult students develop a concern for an awareness of the danger faced today by our society and which helps develop maturity of judgment for practicing and promoting sound safety and survival education.

(j) Science education--Science experiences are based on the psychobiological needs of the adult student and his interest, as well as the needs of our nation and society for a scientifically literate citizenry. An effort is made to develop individual abilities in critical thinking and problem-solving skills so that the individual can function effectively and with a minimum of frustration in this scientific age.

(k) Social studies education--Social studies is the study of the interrelationships of man to man and man to his environment.

30-9.22 ADMINISTRATION - ADULT HIGH SCHOOLS

9.221 Personnel

(1) Class membership (exclude instrumental and choral music classes

(a) Class membership--(Level 1) Class membership shall not exceed 35 adult students per teacher.

(b) Class membership--(Level 2) Class membership shall not exceed 30 adult students per teacher.

(c) Class membership--(Level 3) Class membership shall not exceed

25 adult students per teacher.

(2) Credit course provisions

(a) Credit course--(Level 1) A school shall provide a minimum of 4 credit courses each year.

(b) Credit course--(Level 2) A school shall provide a minimum of 6 credit courses each year.

(c) Credit course--(Level 3) A school shall provide a minimum of 8 credit courses each year.

(d) (Level 3)--In a school with a membership of 200 or more, a minimum of 50% of the faculty shall be employed to teach credit or promotional courses.

9.222 Instructional program

(1) Course offerings to be provided--In addition to courses in the fields of language arts, mathematics, science, and social studies, the following shall be provided:

(a) Course offerings--(Level 2) A minimum of three different subject fields

(b) Course offerings--(Level 3) A minimum of five different subject fields.

(2) Appropriate instructional materials--(Level 1) Appropriate instructional materials for adults shall be provided for each subject taught.

130-9.23 PERSONNEL - ADULT HIGH SCHOOLS

9.231 Professional training

(1) Full-time personnel

(a) Full-time instructional personnel--(Level 1) Full-time teachers shall have completed a minimum of three quarter hours of college credit in adult education within three years from the date of their employment. The principal shall have completed, or shall complete, six quarter hours of college credit in adult education within two years.

(b) Full-time instructional personnel--(Level 2) Full-time teachers shall have completed three quarter hours of college credit in adult education from an institution approved for teacher training. The principal shall have completed six quarter hours of college credit in adult education.

(c) Full-time instructional personnel--(Level 3) Full-time teachers shall have completed six quarter hours of college credit in adult education from an institution approved for teacher training.

(2) Part-time personnel

(a) Part-time instructional personnel--(Level 1) Part-time teachers who have taught 200 hours or less per year for three years in the adult school shall have participated in six clock hours per year of organized in-service training approved by the State Director of Adult Education.

(b) Part-time instructional personnel--(Level 1) The school shall provide a minimum of six clock hours of organized in-service training in adult education annually for part-time teachers, the plans for which shall be approved by the State Director of Adult Education.

(c) Part-time instructional personnel--(Level 2) Part-time teachers who have taught in excess of 200 hours per year in the adult for three years or more shall have completed one course of professional training in adult education from an institution of higher learning approved for teacher training.

(d) Part-time instructional personnel--(Level 3) A minimum of fifty percent of the part-time teachers employed in the adult school shall have completed one course of professional training in adult education from an institution of higher learning approved for teacher training.

9.232 Staff requirements

(1) Certification, in-field

(a) 75% rank III in-field--(Level 1) A minimum of 75% of the subjects by class periods shall be taught by teachers who hold rank III or higher certificates covering the applicable field of instruction. (COMPLIANCE WITH THIS STANDARD IS REQUIRED FOR A SCHOOL TO RECEIVE A CLASSIFICATION OTHER THAN NON-ACCREDITED OR ACCREDITED WARNED.)

(b) 85% rank III in-field--(Level 1) A minimum of 85% of the subjects by class periods shall be taught by teachers who hold a rank III or higher certificate covering the applicable field of instruction. At least 10% of the remaining 15% shall be covered by a valid special permit.

(c) 90% rank III in-field--(Level 2) A minimum of 90% of the subjects by class periods shall be taught by teachers holding a rank III or higher certificate covering the applicable field of instruction. All others shall be covered by a valid special permit.

(d) 100% rank III in-field--(Level 3) All of the subjects by class periods shall be taught by teachers holding a rank III or higher certificate covering the applicable field of instruction.

(e) 15% rank II in-field--(Level 2) A minimum of 15% of the subjects by class periods shall be taught by teachers holding a rank II or higher certificate covering the applicable field of instruction. (Personal improvement courses shall be excluded.)

(f) 40% rank II in-field--(Level 3) A minimum of 40% of the subjects by class periods shall be taught by teachers holding a rank II or higher certificate covering the applicable field of instruction. (Personal improvement courses shall be excluded.)

130-9.24 INSTRUCTIONAL PROGRAM - ADULT HIGH SCHOOLS

9.241 Art

(1) Enactment--The art program when offered, shall provide planned experiences which will enable adult students to become aware of and to develop their potential in art.

(2) Statement of goals--The purposes of art experience shall be to assist adult students in developing their potentials to:

(a) Express and communicate through visual and tactile materials

(b) Understand and respect art for its contributions to civilization and its aesthetic and human values to mankind

(c) Discover ways of using and organizing visual elements (color, texture, line, shape, volume, and space) in relation to human needs, ideas, and purposes

(d) Make sensitive and intelligent choices concerning the purchase and appreciation of art in daily living

(e) Use art experiences to define, understand, and discipline one's self.

(3) Content

(a) Program content--(Level 1) The art program shall include instruction in symbolizing the individual student's ideas through forming and constructing, drawing and painting, printing, displaying, and organizing visual elements.

(b) Fusion of dimensions--(Level 2) Instruction in art shall includ the fusion of the three dimensions of art.

(c) Symbolizing and expressing--(Level 3) Instruction in this area shall include the evolvement and development of self-expression in the adult student.

(d) Displaying--(Level 2) This area shall include at least three of the following: exhibiting adult students' two-dimensional and three-dimensional art work, arranging bulletin boards, and arranging exhibits of actual art work or reproductions of professional artists of the past and present, making posters and exhibiting collections of special interests.

(4) Materials and equipment

(a) Provisions shall be made for supplies and materials in sufficient quantity and variety to provide each adult student with experience in the areas of art content and the opportunity to achieve the stated goals of the art program.

(b) Materials--(Level 1) Provision shall be made for tools and equipment in sufficient quantity and variety to provide each adult student with experiences in the area of art content and the opportunity to achieve the stated goals of the art program.

(5) Facilities

(a) Classroom facilities--(Level 1) Classroom space equipped with furniture suitable for adult needs shall be provided.

(b) (Level 3) The art classroom shall provide 35 square feet per adult student, with the following facilities: a sink, 800 cubic feet of storage space for supplies and student projects, 48 square feet of bulletin board space, and a 3-D display space which may be located elsewhere in the school.

9.242 Business education

(1) Enactment--The program of instruction in business education, when offered, shall meet standards as provided herein.

(2) Goals--The objectives for business education in the adult high school shall be:

(a) To provide opportunities, knowledge, skills, and concepts of business principles which prepare adults to become better citizens

(b) To provide opportunities for adult students to discover and analyze their interests and abilities; understand the requirements of various job opportunities; make intelligent occupational choices; and develop the skills and abilities necessary for success in business occupations.

(3) Content

(a) Economic system--(Level 1) Business courses shall contribute to the development of a practical understanding and appreciation of the functioning of our economic system.

(b) Sequence of courses--(Level 2) The curriculum shall include sequences of courses that adequately prepare adult students for initial employment in local businesses.

(c) Basic courses--(Level 1) Basic business courses which emphasize the consumer aspects of business and economics shall be available to all adult students.

(d) Typewriting--(Level 1) Typewriting instruction shall be available for all adult students for the development of personal-use or vocational-use skills.

(e) Survey--(Level 2) Course offerings shall be based on surveys of the needs of the adults and community.

(f) Community job standards--(Level 2) Community job standards shall be met by the adult student as a prerequisite to graduation from a business education program.

(g) Sequence of courses--(Level 3) A sequence of courses in bookkeeping, typing, and shorthand shall be provided.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be made available for purchase.

(b) Desk--(Level 1) A typewriter, desk, and chair shall be provided for each adult student enrolled in a typewriting class.

(c) Purchasing program--(Level 1) A systematic program of purchasing shall be provided for the maintenance and replacement of typewriters and office equipment.

(d) Supplementary material--(Level 2) A file of supplementary material containing such items as current business firm publications, business forms and records, reports on business conditions, pamphlets, and handbooks shall be maintained.

(e) Office equipment--(Level 2) Adding machines, calculators, duplicating machines, transcribing machines, and other office equipment shall be provided as determined by the objectives of the school.

(f) Tapes and records--(Level 3) A set of magnetic tapes or records containing typewriting lessons correlated with the textbook shall be provided.

(5) Facilities

(a) Student furniture--(Level 1) A desk or table and a chair shall be provided for each adult student.

(b) Typewriter furniture--(Level 2) Furniture in the typewriting rooms shall be adjustable or of a size to meet individual needs.

(c) Classroom space--(Level 2) General business and shorthand classrooms shall allow a minimum of 25 square feet of space for each adult student.

(d) Special classroom space--(Level 2) Bookkeeping and typewriting rooms shall allow a minimum of 30 square feet of space for each adult student and office practice classes shall provide a minimum of 35 square feet of space for each adult student.

(e) Typewriter facilities--(Level 2) Ample facilities shall be provided to allow all interested adult students to take typewriting.

(f) Storage space--(Level 1) Space shall be provided for supplies and materials.

9.243 Foreign languages

(1) Enactment--Foreign language courses, when offered, shall meet the standards as provided herein.

(2) Goals--The program of foreign language instruction shall be designed to develop:

(a) The ability to understand, speak (in modern languages), read, and write the language being studied

(b) Ability to read references, discuss and communicate in the language being studied

(c) Ability to use structural grammar and language patterns in everyday usage

(d) Ability to participate in impromptu use of the language

(e) Ability to use properly the mechanics involved in speaking a modern language

(f) Knowledge of cultural aspects related to the people whose language is being studied

(g) Familiarity with the literature of the people whose language is being studied.

(3) Content

(a) Two-credit sequence--(Level 1) At least a two-credit sequence in each language offered shall be available.

(b) Language patterns--(Level 1) Structural grammar and language patterns shall be emphasized.

(c) Two languages--(Level 3) Instruction in at least two foreign languages of at least two credits each shall be available.

(d) Grammatical principles--(Level 2) Instruction shall include grammatical principles and their proper application in daily use; conjugations, declensions, parts of speech, word order, pronounciation, and spelling.

(e) Extensive reading--(Level 2) There shall be reading and speaking in the language for daily practice as well as for cultural information.

(f) Student reports--(Level 2) Opportunities shall be provided for adult students to make oral reports to the class in the language.

(g) Use of language--(Level 2) The language being studied shall be used in the classroom during daily recitations and appropriate measures shall be taken to ensure understanding and correct usage.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Materials--(Level 2) The following items shall be available for foreign language courses: wall maps, bulletin boards, films, records, tapes, dictionaries, reference books, and literature or general cultural materials.

(c) Equipment--(Level 2) In addition to the items listed above, electronic equipment for listening and repeating shall be available.

(5) Facilities

(a) Language center--(Level 2) A language center for listening, drill, and practice shall be provided.

(b) Language laboratory--(Level 3) A fully-equipped language laboratory shall be provided.

9.244 Health

(1) Enactment--A program of instruction in health, when offered,

shall meet the standards as provided herein.

(2) Goals--a program of health instruction shall be designed to:

(a) Develop personal responsibility in health matters based on accurate scientific facts

(b) Develop an active concern for all health conditions which threaten the security or interest of others

(c) Develop and apply scientific and critical reasoning to individual and community health problems

(d) Promote better cooperation with respect to health among the home, the school, the community, and official, professional, and voluntary agencies

(e) Establish habits and attitudes relative to wholesome activities and to provide an outlet for natural drive.

(3) Content

(a) Health program--(Level 1) The health program shall include information at the adult student maturity level concerning body structure and function, activity and rest, body care and grooming, prevention and control of illness and disability, food, mental health and personality adjustments, safety and first aid, and community health.

(b) Pertinent information--(Level 2) Each phase of the health program shall be based on pertinent information and related to the resources available in the community.

(c) Personal participation--(Level 2) Each adult student shall be motivated to become personally involved in meaningful activities relative to some phase of the health program.

(d) Routine activities--(Level 1) Routine school activities related to health shall be explained to the adult students and made a part of their educational experiences.

(e) Conducting health activities--(Level 3) Adult students shall be actively involved in planning and conducting health activities related to improving health practices and conditions in the school and community.

(f) Individual responsibility--(Level 2) Adult students shall be provided instruction as to their responsibility for protecting the health of themselves and others.

(g) Desirable health practices--(Level 2) The health program shall include instruction which enables one to distinguish between desirable and undesirable health practices and conditions.

(h) Reliability of information--(Level 3) Adult students shall be taught the proper procedure for determining the reliability of health information to which they may be exposed.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Supplies, materials and equipment--(Level 1) Appropriate supplies, materials and equipment shall be provided.

(c) Materials and equipment--(Level 2) Library materials and equipment shall be used to enrich classroom instruction.

(d) Books and materials--(Level 3) A classroom collection of books and materials shall be provided to enrich instruction.

9.245 Industrial arts

(1) Enactment--A program of instruction in industrial arts, when offered, shall meet the standards as provided herein.

(2) Goals--The goals of an industrial arts program in the adult school shall be to develop:

(a) The ability to understand and use more advanced industrial-technical information for personal improvement

(b) The ability to design, plan, and construct, with a variety of tools and materials

(c) New interests and abilities related to tools, materials, and processes for a more effective selection of further education.

(3) Content

(a) Areas of industrial arts--(Level 1) Experiences appropriate to the adult level shall be available in a general or unit shop or laboratory.

(b) Course outline--(Level 1) A course outline shall be available for each area taught.

(c) Three areas--(Level 2) Sequential experiences in at least three of the following areas: woodworking, metals, drawing and planning, electricity-electronics, mechanics, plastics, graphics, and industrial crafts shall be available with an opportunity for the adult student to elect advanced experiences in a single area.

(d) Four areas--(Level 3) Sequential experiences shall be available in at least four of the areas listed in (c) above. Innovative organizational patterns of course content, such as construction, manufacturing, material fabrication, and research and development, are encouraged.

(e) Variety of skills--(Level 1) Instruction shall be offered in a wide variety of skills in the use of hand and power tools, materials, and processes.

(f) Appreciation--(Level 2) The factors involved in the development of an appreciation for a finished product, its construction, and industrial manufacturing processes shall be included in the instructional program.

(g) Related information--(Level 3) Related and other information leading to an appreciation of industrial occupations, the nature of industry, and the methods of production shall be a part of instruction.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Materials and equipment--(Level 1) Provision shall be made for the replacement and maintenance of equipment and consumable supplies and materials of sufficient quantity and variety to meet the objectives of the course. A shop library of designs, working drawings, and reference materials shall be available to adult students in the planning area of the laboratory or in a departmentalized library.

(5) Facilities

(a) Safety--(Level 1) All equipment shall be adequately guarded and in safe operating condition.

(b) Shop space--(Level 2) The minimum shop or laboratory space (including storage) per adult student shall be: 40 sq. ft. for drafting and 80 sq. ft. for general or unit shops.

(c) Storage space--(Level 2) When a shop or laboratory is used by both regular day classes and adult evening classes, separate storage space shall be provided.

9.246 Language arts

(1) Enactment--Developmental instruction in the related elements of the language arts (speaking, listening, viewing, reading, and writing) shall be provided.

(2) Goals--The objectives of a program in language arts in the adult schools shall be:

(a) To develop ease, accuracy, and fluency in speaking

(b) To develop the ability to listen attentively and critically

(c) To develop skills in reading

(d) To develop a sense of responsibility for using the English language correctly

(e) To understand and appreciate emotional awareness through contact with literature as it has been written, recorded, and filmed

(f) To write legibly and spell correctly

(g) To write clearly, concisely, and accurately

(h) To locate and use reference materials effectively.

(3) Content

(a) Language arts skills--(Level 1) All adult students shall receive instruction in the English language arts required for effective communication and for understanding our culture.

(b) Language arts--(Level 1) Each language arts skill shall be developed systematically, sequentially, and continuously and presented in relationship with all the others.

(c) Language arts--(Level 2) Adult students shall receive individualized instruction based on the diagnosis of language difficulties.

(d) Literature--(Level 1) Individual and group experiences in literature shall be provided. Selections shall consist of poetry, essays, short stories, novels, and dramas, and the instruction planned according to the reading abilities, major interests, and concerns of adult students.

(e) Language arts--(Level 3) Adult students shall be taught the basic principles of semantics, especially levels of abstraction and variations in the meaning of words.

(f) Language arts--(Level 2) Adult students shall be instructed in developing oral and written generalizations through application to their own problems of expression.

(g) Speaking and listening--(Level 2) Adult students shall be given the opportunity to practice techniques of speaking and listening in a variety of situations such as informal talks, conversations, formal speeches, group discussion, parliamentary procedure, panels, forums, introductions, committees, and oral interpretations.

(h) Writing--(Level 2) A variety of writing experiences shall be provided. Each composition shall be compared with previous assignments and evaluated as to content, organization, and conventions of language.

(i) Vocabulary development--(Level 1) Vocabulary development shall be emphasized.

(j) Reading--(Level 2) Reading instruction shall be provided to meet the needs of adult students, based on the diagnosis of reading difficulties.

(k) Reading program--(Level 3) A developmental reading program shall be provided for adult students, based on a diagnosis of each adult student's reading difficulties.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Reference books--(Level 2) Dictionaries, usage handbooks, vocabulary study texts, books of quotations, and reading lists shall be available to the class.

(c) Library materials--(Level 2) Reader guides, newspapers, magazines, and collections of poetry, drama, and representative contemporary fiction shall be available in the library.

(d) Supplementary reading materials--(Level 2) A variety of supplementary materials on many reading ability levels shall be available to the classroom.

(e) Testing materials--(Level 2) Testing materials for diagnosing reading problems shall be available.

(f) Reference materials--(Level 3) A classroom set of dictionaries and an ample supply of literary maps shall be provided.

9.247 Mathematics

(1) Enactment--There shall be a program of instruction in mathematics.

(2) Goals--The program in mathematics shall make significant contributions to attainment of basic objectives of general education by making provision for:

(a) Developing competence in the basic skills and understandings for dealing with mathematical structures including those of number and form

(b) Communicating thought through mathematical and symbolic expression and graphs

(c) Developing a realization of the significance of mathematics in its relation to the total physical and social structure

(d) Developing deductive reasoning.

(3) Content

(a) Mathematics program--(Level 1) The mathematics program shall provide instruction in contemporary mathematics for adults planning to attend college and those planning to terminate their formal education with high school. College preparatory courses shall include Algebra I, Algebra II, and Geometry.

(b) Consumer applications of mathematics--(Level 1) A program of mathematics which stresses practical problems such as consumer buying, taxation, budgets, insurance, interest, and which also contains a review of fundamentals of arithmetic, informal geometry, and an introduction to simple algebra, shall be available.

(c) Instruction--(Level 1) Provision shall be made within the regular adult school mathematical courses to provide remedial instruction, when needed, as well as a review of the basic prerequisite concepts presented in contemporary language and symbolism.

(d) Specific applications of mathematics--(Level 2) Provision shall be made to offer mathematics instruction and instruction in applications of mathematics to meet the specific needs of adults groups as determined by a community survey.

(e) Scope of the program--(Level 3) The mathematics program for adults planning to attend college shall include courses in trigonometry and analytic geometry or an equivalent integrated course. Trigonometry shall include the development of the basic concepts from the circular function approach; identities, equations, and inequalities involving the trigonometric functions; and an introduction to the complex number system.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Basic equipment--(Level 1) Basic equipment, such as chalkboard instruments, compasses, and protractors, to meet the requirements of different mathematics courses, shall be provided.

(c) Equipment--(Level 2) Duplicating equipment and facilities for use of films and other visual aids, including either an opaque projector or overhead projector, shall be provided.

(d) Additional materials--(Level 2) Appropriate instruments and supplies, in addition to those listed as basic, shall be provided for the classes taught. Among these might be: a flannel board, slide rules, a demonstration slide rule, an abacus, models such as prisms, pyramids, cones, spheres, and polyhedrons, a spherical chalkboard, a vernier caliper, a micrometer caliper, and surveying instruments suitable for school use, including a plane table, clinometer, pantograph, and transit.

(e) Additional equipment--(Level 3) Additional equipment necessary to meet the needs of advanced adult mathematics students, such as mathematics typewriters, adding machines, and calculators, shall be provided.

9.248 Music

(1) Enactment--A program of general and special music instruction, when offered, shall meet the standards as provided herein.

(2) Goals--The planned music program shall provide opportunities for each adult student to develop:

(a) Personal satisfaction and responsiveness to music

(b) Sensitivity to the expressive and emotional qualities of music

(c) Aural recognition and discrimination of musical relationships: melodic and tonal, rhythmic, and structure and timbre

(d) Logical and expressive use and understanding of music notation and symbols in playing, singing, and listening

(e) Musical and aesthetic value judgment through intellectual insight and emotional response

(f) A perspective of the cultural heritage as expressed in music literature

(g) Skills and techniques for expressive musical performance in general and special classes

(h) Initiative for getting musical experiences beyond those provided by the school

(i) Awareness of the professional and avocational possibilities of music in adult life.

(3) Content

(a) General music course--(Level 1) The general music course shall be concerned with broad musical development of the adult student with a latent musical interest, and shall be flexible enough to meet the individual needs of students enrolled.

(b) General music--(Level 2) A general music course or a music literature course shall be provided.

(c) Music history and literature--(Level 3) The music history and literature course shall be concerned with the study of music literature, its expressive elements and styles, the men who compose and perform it, and its place in the affairs of man. The learning activities shall help develop an increased power of aural discrimination as well as establish bases for aesthetic and musical choice.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Music library--(Level 1) A variety of recordings and graded music, representative of varied styles and periods, shall be provided for courses offered.

(c) Recorded music--(Level 2) A representative variety of recorded music with corresponding scores shall be available to adult students.

(d) Extensive music library--(Level 3) The school shall provide an extensive music library of recordings, tapes, and graded music.

(5) Facilities

(a) General music facilities--(Level 2) Facilities shall be acoustically treated and shall provide space for storage of instruments, music, and other equipment; large and small group instruction, and effective class management.

9.249 Safety and survival education

(1) Enactment--A program of instruction in safety and survival education, when offered, shall meet the standards as provided herein.

(2) Goals--The objectives of safety and survival education shall be:

(a) To reduce accidental injury to a minimum

(b) To develop an awareness of, and demonstrate a concern for, the dangers faced by society

(c) To develop maturity of judgment in practicing and promoting sound safety and survival procedures.

(3) Content

(a) Safety instruction--(Level 1) A program of safety instruction relating directly to adult needs shall be provided.

(b) Planned survival procedures--(Level 1) Adult students shall be instructed in survival procedures in the event of man-made or natural disaster.

(c) Current information--(Level 2) Safety and survival education shall be based on current information and related to situations and events that affect the community.

(d) Coordinated plan--(Level 3) There shall be a carefully developed plan for practicing learned safety and survival procedures in the home, school, and community.

(e) First aid--(Level 3) Instruction shall be given in first aid and emergency care of the injured.

(f) Use of equipment--(Level 1) Instruction shall be provided in the use of safety and survival equipment.

(4) Materials and equipment

(a) Materials and equipment--(Level 1) Appropriate instructional materials and equipment shall be provided.

9.2410 Science

(1) Enactment--The program of science instruction shall meet the standards as provided herein.

(2) Goals--Each adult student shall be provided with opportunities to:

(a) Develop a "spirit of inquiry" and a scientific attitude

(b) Learn those facts, concepts, and skills which are basic to an understanding of himself, his environment, the world, and the universe and for further study in the sciences.

(3) Content

(a) General science--(Level 1) The content of the general science program shall be drawn from the biological, physical, and earth-space sciences and shall provide a foundation for advanced courses.

(b) Biology--(Level 1) A course in the basic content of the biological sciences, including information which contributes to the development of desirable personal and community health practices, shall be offered.

(c) Physics and chemistry--(Level 2) A course in the basic content of physics or chemistry shall be available each year.

(d) Additional help--(Level 3) Additional help shall be provided in the form of appropriate and differentiated learning opportunities for adult students.

(e) Curriculum guide--(Level 2) A curriculum guide for each course shall be developed and kept current.

(f) Advanced courses--(Level 3) Courses, such as a second year in biology or chemistry, science research or a science seminar, shall be provided for the more capable and interested adult students.

(g) Demonstrations--(Level 1) In the absence of laboratory courses, demonstrations by teachers and adult students shall be provided.

(h) Laboratory work--(Level 2) A minimum of one hour of laboratory work shall be provided for every five hours of classroom instruction.

(i) Laboratory work (Level 3) Laboratory work shall be emphasized in courses which provide for student structuring of laboratory procedures (open-ended experiments) as opposed to following step-by-step instructions.

(j) Current material--(Level 1) Emphasis shall be placed on keeping abreast of the latest and most significant developments in science, using current materials.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Science materials--(Level 1) Instructional material, including encyclopedias, science reference books or readers, books describing simple experiments and activities, and current bulletins and periodicals shall be provided.

(c) Science materials--(Level 2) In addition to the Level 1 requirements, science handbooks, scientific dictionaries, and science encyclopedias shall be available.

(d) Science equipment--(Level 1) Science equipment shall be available for teacher demonstrations and student laboratory experiences in the physical and biological sciences.

(e) Advanced work--(Level 3) Equipment shall be made available to teachers and adult students for laboratory work in advanced courses.

(5) Facilities

(a) Science room facilities--(Level 1) Rooms used for science courses may be of a multi-purpose design but shall be equipped with at least a teacher's demonstration desk equipped with sink, running water, gas, electricity, and a chemical resistant top, and work-surface or wall-service units suitable for microscope or project work.

(b) Chemical storage--(Level 1) Storage space or cabinets shall be provided for all equipment and chemicals. Strong reagents and ingredients usable in rocket fuels as well as all potentially explosive and flammable materials must be appropriately stored under lock and key.

(c) Safety devices--(Level 1) A science room, or any room in which science activities are conducted involving the use of chemicals, sources of heat, glassware, or any science equipment which might conceivably cause injury to an adult student, shall contain a first aid kit, fire blanket of heavy wool blanket, fire extinguisher or sand bucket, and a means of obtaining a heavy dousing of water for emergency use when handling any material or chemical potentially dangerous to human tissue.

(d) Science space--(Level 2) A minimum of 35 square feet of floor space, including auxiliary activity and storage areas, shall be provided for each adult student enrolled in the largest class.

(e) Science space--(Level 3) Combination science lecture-laboratory-workshop rooms, including auxiliary activity and storage areas or separate lecture and laboratory facilities, shall be provided with a minimum of 45 square feet of area for each student enrolled in the largest class.

(f) Auxiliary space--(Level 3) Auxiliary activity and storage areas shall be provided to permit such activities as projection work, photography, plant and animal culture, and construction work.

9.2411 Social studies

(1) Enactment--The program of instruction in social studies shall meet the standards provided herein.

(2) Goals--The objectives of the social studies program shall be:

(a) To develop an understanding of our cultural heritage

(b) To develop a strong pride in, and loyalty to, America

(c) To develop an understanding of, and a willingness to assume the role of, a citizen in a democratic society

(d) To develop an understanding of the geographic, economic, political, and social aspects of one's city, county, state, and nation

(e) To develop an understanding of western and non-western countries, their natural resources, how their peoples live, and their roles in international affairs

(f) To develop an understanding of international affairs, including international organizations, international politics, foreign policies, and the interdependence of peoples and nations.

(3) Content

(a) Citizenship and government--(Level 1) Instruction shall be provided which will enable adults to develop a basic understanding of, and favorable attitudes toward, their roles as citizens, emphasizing how their community, county, state, and nation are organized and function to meet the needs of citizens.

(b) Citizenship and government--(Level 2) There shall be systematically planned opportunities for adults to participate in a variety of individual projects and group studies related to how people at various levels of organization, ranging from local to international, govern themselves, and develop citizenship skills and political competency. Emphasis shall be upon the development of concepts related to the role of the individual and his government in a free society; duties, responsibilities, and privileges of the citizen at the local, state, and national levels; decision-making based on values and beliefs in a free society as problems and needs of this society change.

(c) United States--(Level 1) Instruction planned to develop a basic understanding and appreciation of the evolution of our contemporary industrial society and economic system, including an understanding of the role of our country as a leader in the world today, shall be provided. This shall include a brief review of pre-1877 United States history from previous courses, with one-half to two-thirds of the course time devoted to the post-1877 period. The exception to the brief review of pre-1877 U. S. history shall be a detailed analysis of the Constitution, indicating how it has served as the basis of our form of government.

(d) United States--(Level 2) The adopted course outline shall reflect Level 1 emphasis. In addition, through special projects, attention shall be given to developing an insight into the evolution of principles and values basic to our way of life. An understanding of the social, political, and economic development of the American society and the evolution of the United States into the role of an international power shall be developed by relating historical events and current affairs.

(e) World--(Level 1) Opportunities shall be provided for the development of insights into the historical evolution of western civilization, including the contributions of non-western cultures. Emphasis shall be on the modern-history period, with attention given to the relationship of historical events and current affairs. A study of world geography shall be included.

(f) World--(Level 2) A course in the history of our world shall include a study of the evolution of the American, European, North African-Southwest Asian, Oriental, Soviet, African, and Pacific cultures. Cultural anthropology, including value system, shall be carefully introduced into the curriculum.

(g) Problems--(Level 2) Opportunity shall be available for adults to gain insights into how to look at problems with the social-science approach, involving insights coming from political science, economics, sociology, geography, cultural anthropology, and social psychology as they are applied to a single issue. The role of the individual in social change shall be stressed. Skills shall be developed in interpreting pictures, statistics, graphs, and charts; listening, and forming sound generalizations. Current affairs issues shall serve as the criteria for problem selection, resulting in an understanding of basic principles within the various social sciences.

(h) Current affairs--(Level 1) Social studies classes shall provide opportunities for adults to develop abilities in reviewing and analyzing news and current affairs.

(i) Americanism vs. Communism--(Level 1) Learning experiences shall be planned to assist adults in developing basic understandings of the political ideology commonly known and referred to as communism. This ideology is in conflict with and contrary to the principles of constitutional government of the United States, as epitomized in its national constitution. Each public high school shall teach a complete unit in Americanism vs. Communism of not less than thirty hours to all students.

(j) Social studies application--(Level 3) Learning experiences planned to enable adults to utilize in significant ways commensurate with their level of maturity and ability the information, concepts, skills, and values developed in Levels 1 and 2, shall be provided in each class.

(k) Social studies electives--(Level 3) Elective courses shall be provided in at least two of the following: economics, psychology, sociology, and humanities.

(4) Materials and equipment

(a) Textbooks--(Level 1) When state-adopted textbooks are not provided, at least one book appropriate to the subject matter being taught shall be available for purchase.

(b) Subject series maps--(Level 1) American history and world history classes shall be provided subject series maps.

(c) Series of charts--(Level 2) Civics and government classes shall be provided a series of charts on government.

(d) Globe--(Level 2) A current 16-inch or larger political-physical globe shall be available to each class.

(e) Atlas--(Level 2) A comprehensive world atlas shall be available to each class.

(f) Authentic documents--(Level 2) A number of copies of authentic documents shall be available to each class.

(g) World almanacs--(Level 2) Copies of world almanacs shall be available to each class.

(h) Visual materials--(Level 2) Pertinent social studies slides and filmstrips shall be available.

(i) Basic maps--(Level 3) Each classroom shall have at least the following maps: United States, political-physical world map, Africa, Asia, Europe, blank slate outline map of world, North America, Polar, state or state and regional, and South America.

(j) Biographical dictionary--(Level 3) A biographical dictionary shall be provided in each classroom.

(k) Geographical dictionary--(Level 3) A geographical dictionary shall be provided in each classroom.

9.2412 Basic education

(1) Enactment--Basic education courses, when offered, shall be approved by the Adult Education Section of the State Department of Education and meet the standards provided herein.

(2) Goals

(a) Diagnostic, remedial, and individualized instructional practices shall be followed, permitting each adult student to begin at his level of development and proceed at his rate of learning.

(b) Provisions shall be made for adults to:

1. Develop skills in oral and written use of language, reading, listening, use of numbers, and the media of the arts

2. Become involved in rational thinking and learning, building concepts, seeing relationships, generalizing, making applications, and problem solving

3. Become involved in creative and critical thinking

4. Develop concepts, attitudes, and skills necessary to comprehend scientific and technological advances and apply this knowledge to the adult and his environment.

(c) In addition to basic processes required for further learning, opportunities shall be provided for the development of values:

1. Necessary for participation in a democracy

2. Which foster moral and spiritual growth

3. Which enhance appreciation for our cultural and national heritage.

(3) Content

(a) Relationships--(Level 1) Learning experiences in each class shall emphasize the relationship between subject fields.

(b) Interrelatedness--(Level 3) Learning experiences in each class shall reinforce each other to develop concepts in depth and breadth and to emphasize the relationship between the subject fields in the basic education curriculum.

(c) Flexibility--(Level 1) Each class schedule shall provide time for group activities, projects, and individual teaching and counseling.

(d) Balance--(Level 2) The program in each class shall provide a balance of differing types of work, study, and creative activities for academic, emotional, and social development.

(e) Flexibility and balance--(Level 3) Each class shall provide a balanced program of learning experiences within a flexible schedule which allows for extension of planned learning experiences, shifts in emphasis, temporary problems, and appropriate developments from one session to another.

(f) Range and variety--(Level 2) Provision shall be made within the scope of the program for an appropriate range and variety of learning experiences.

(g) Problem solving--(Level 2) The program shall provide for instruction in the skills of problem identification, planning, gathering of data, critical analysis, reaching conclusions, and reporting findings.

(h) Problem solving--(Level 3) The program shall provide opportunity for independent study.

(i) Self-direction--(Level 3) The program shall provide opportunities for adults to accept responsibility for planning, selecting, and evaluating learning experiences appropriate to their age, maturity and ability.

(j) Participation--(Level 3) Extensive opportunities to exercise leadership and responsible group behavior shall be provided.

(k) Values--(Level 2) The basic education curriculum shall be organized and planned to foster moral and spiritual growth and the development of values basic to our democratic society.

(l) Level and rate--(Level 1) The instructional program shall be based on a diagnosis of the adult's level of development and his optimal learning rate.

(m) Language arts--(Level 1) The language arts program shall include instruction in the communication skills of listening, speaking, reading, and writing. The sequence of learning skills shall be such that they are developmental and functional in nature and include practical application to the problems of everyday life as well as to further learning in all subject areas.

(n) Mathematics--(Level 1) The mathematics program shall include a developmental sequence leading to the mastery of basic processes and a knowledge of the structure and function of quantitative knowledge in everyday life and for further learning.

(o) Social studies--(Level 1) The social studies program shall relate geographic, economic, conservation, and survival problems to life and living in a democratic society, the cultural and moral heritage of our nation, and the process of critical analysis.

(p) Science and health--(Level 1) Science and health instruction shall provide opportunities for adults to acquire physical and natural science knowledge and an understanding necessary for successful living in our society, and develop an appreciation for the contributions of science to a more healthful and fruitful life.

(q) Instructional materials--(Level 1) Instructional materials which will permit the adult student to work independently shall be provided.

9.2413 Personal improvement and community service areas

(1) Enactment--Personal improvement courses shall meet the needs of the adults of the community and the standards provided herein.

(2) Goals--The objectives of the program for personal improvement shall be to:

(a) Maintain and improve the democratic way of life through the continuing education of our citizens

(b) Provide optimum opportunity for every citizen to develop and improve his basic skills, understanding of others, and appreciation of our heritage.

(3) Content

(a) Variety of programs--(Level 1) A variety of personal improvement courses shall be offered which meet the needs of the community.

(b) Coordination and correlation--(Level 1) The school shall coordinate and correlate the program with other community agencies.

(c) Values--(Level 1) Program for personal improvement and community service shall reflect sound educational values.

(d) Educational needs--(Level 1) The program shall reflect special educational needs of community groups.

(e) Understanding of responsibility--(Level 1) The program shall be designed to improve and strengthen the understanding of citizens regarding their role and responsibility as a member of the community, state, and nation.

(f) Community awareness--(Level 1) The program shall reflect an awareness of the cultural, social, and educational needs of the community and its citizens.

(g) Evaluation--(Level 1) The school shall make periodic evaluations of its program and the extent to which it meets individual and community needs.

SECTION IV

VOCATIONAL-TECHNICAL SCHOOL STANDARDS

130-9.31 GENERAL GUIDES - VOCATIONAL-TECHNICAL SCHOOLS

9.311 Administration - (general)

(1) Area labor needs--(Level 1) Course offerings shall meet the primary needs of the area labor market as determined by a comprehensive labor market survey, including the assessment of craft-advisory committees, conducted at least every two years.

(2) Area labor needs--(Level 2) Course offerings shall meet the needs of the area labor market as determined by a comprehensive labor market survey, including the assessment of craft-advisory committees, conducted annually.

(3) Labor market needs--(Level 1) Course offerings shall meet the labor market needs of the state and nation as determined by the most valid labor market information available, evaluated at least annually.

(4) Specialized surveys--(Level 1) Surveys of employment demand in specific occupations shall be made before preparatory courses in these occupations are introduced.

(5) Job responsibility surveys--(Level 2) Surveys, including craft-advisory committee reviews, of job responsibilities in the specific occupations for which preparatory programs are provided shall be made at least every 3 years and courses shall be modified accordingly.

(6) Course duration--(Level 2) Courses shall be of such duration and intensity as will prepare students for entry employment as soon as possible.

(7) Occupational goals--(Level 1) Evidence of occupational goals shall be provided for full-time preparatory students by written statements or placement records.

(8) Student interest--(Level 1) Student interest shall be considered in determining course offerings.

(9) Student aptitude--(Level 2) Student interest and aptitude shall be considered in determining course offerings.

(10) Compulsory school age students--(Level 1) Courses shall be available,in accordance with state board regulations and county policy, to students under the age of 16 who have legally left the regular day school, whose educational needs can be better served by this program.

(11) Competency information referral--(Level 1) Information on student competencies shall be provided to the Florida State Employment Service when the student completes or leaves the preparatory program, if the student desires placement service.

(12) Articulation--(Level 2) There shall be evidence of articulation with business, industry, and secondary schools.

(13) Advisory committee--(Level 1) The school shall have a general vocational-technical advisory committee which meets regularly and makes recommendations on program development and improvement.

(14) Advisory committee--(Level 2) The general advisory committee shall be representative of employers, employees, school personnel, and community agencies.

(15) Craft committees--(Level 3) The school shall have a craft committee for each applicable preparatory course and it shall meet regularly to advise on program development and improvement.

9.312 Personnel certification (rank and in-field)

(1) 75% rank III in-field--(Level 1) A minimum of 75% of the preparatory courses by class periods shall be taught by teachers who hold a rank III or higher certificate covering the applicable field of instruction. (COMPLIANCE WITH THIS STANDARD IS REQUIRED FOR A SCHOOL TO RECEIVE A CLASSIFICATION OTHER THAN NON-ACCREDITED OR ACCREDITED WARNED.)

(2) 85% rank III in-field--(Level 1) A minimum of 85% of the preparatory courses by class periods shall be taught by teachers who hold a rank III or higher certificate covering the applicable field of instruction. At least 10% of the remaining 15% shall be covered by a valid special permit.

(3) 90% rank III in-field--(Level 2) A minimum of 90% of the preparatory courses by class periods shall be taught by teachers holding a rank III or higher certificate covering the applicable field of instruction. All others shall be covered by a valid special permit.

(4) 100% rank III in-field--(Level 3) All of the preparatory courses by class periods shall be taught by teachers holding a rank III or higher certificate covering the applicable field of instruction.

(5) 15% rank II in-field--(Level 2) A minimum of 15% of the preparatory courses by class periods shall be taught by teachers holding a rank II or higher certificate covering the applicable field of instruction.

(6) 40% rank II in-field--(Level 3) A minimum of 40% of the preparatory courses by class periods shall be taught by teachers holding a rank II or higher certificate covering the applicable field of instruction.

9.313 Instructional program

(1) Instructional program (general)

(a) Preparatory instruction--(Level 1) Preparatory instruction shall be provided.

(b) Supplemental courses--(Level 1) A school shall provide supplemental courses when needed or requested by business or industry.

(c) Related education--(Level 1) Related general education which is essential for job entry shall be provided.

(d) Occupational offerings--(Level 2) A school shall provide full-time or part-time preparatory courses in a minimum of five different occupational fields.

(e) Occupational offerings--(Level 3) A school shall provide full-time or part-time preparatory courses in a minimum of eight different occupational fields.

(2) Definitions - vocational sections

(a) Agriculture education--The purpose of agriculture education in area vocational, technical, and adult education schools is to provide education in any occupation involving knowledge and skills in agricultural subjects which are needed by youth and adults who are preparing for or are now engaged in agricultural occupations.

(b) Business education--Vocational business education prepares students for entry into business careers and for advancement to higher levels of employment. Business education prepares for, but is not limited to, the following occupations: typists, stenographers, secretaries, bookkeepers, clerical workers, and supervisory and management personnel in office-related occupations.

(c) Distributive education--Distributive education prepares people for employment and advancement in occupations dealing with the marketing or merchandising of goods and services in retailing, wholesaling, storing, transporting, financing, insuring, real estate, and hospitality services.

(d) Health occupations--Health occupations education prepares persons to assist, as members of the health team in meeting the expanding health needs of society. Instruction is concerned with preparing persons to assist qualified personnel in providing preventive, diagnostic, therapeutic, and rehabilitative services. The programs emphasize new techniques and methodology as these are accepted as scientifically sound.

(e) Home economics for occupational education--Home economics for occupational education is the instructional program which prepares individuals for gainful employment in occupations using knowledge and skills basic to home economics. Training may be provided for the secondary and adult student.

(f) Home economics for useful employment in the home--Home economics for useful employment relates to the everyday living concerns of individuals and families and includes special interest courses based on need and interest.

(g) Industrial education--Vocational industrial education is an organized instructional program of shop or laboratory work, supplemented by related technical information and theory, which provides individuals the opportunity to acquire the manipulative skills and technical knowledge needed for entrance into or progression in the labor market as trained or partially trained employees.

(h) Technical education--Technical education provides the necessary manipulative skills, scientific and engineering theory, mathematical competencies, and communicative ability necessary to prepare the student for job entry as a technician in a technical occupational cluster.

9.32 INSTRUCTIONAL PROGRAM

9.321 Agriculture education

(1) Enactment--The program of instruction in agriculture education, when offered, shall meet the standards as provided herein. (All federally reimbursed programs shall be operated in accordance with the State Plan for Vocational Education.)

(2) Goals--The program of agriculture education shall be designed to accomplish the following goals:

(a) To develop agricultural competencies needed by individuals preparing to engage in or already engaged in production agriculture or in off-farm agricultural occupations

(b) To develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations whether on or off the farm

(c) To help those students who have chosen agriculture as a career to secure satisfactory placement and to advance in an agricultural occupation, including the development of appropriate managerial abilities

(d) To develop those abilities in reference to human relations which are essential to success in agricultural occupations

(e) To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

(3) Content

(a) Program of agriculture--(Level 1) The program in agriculture education shall consist of instruction in at least one of the following as identified by U. S. Office of Education code numbers.

1. Agricultural Production (Code 01.01 00)
2. Agricultural Supplies (Code 01.02 00)
3. Agricultural Mechanics (Code 01.03 00)
4. Agricultural Products (Code 01.04 00)
5. Agricultural Resources (Code 01.06 00)
6. Ornamental Horticulture (Code 01.05 00)
7. Forestry (Code 01.07 00)
8. Other (Course approved by the Agriculture Section of the State Department of Education (Code 01.99 00)

(b) Program of agriculture--(Level 2) The program of agriculture education shall provide instruction in at least two or more of the phases listed above.

(c) Coordination--(Level 2) The program of agriculture education shall be coordinated with the high school program(s) in the area.

(d) Program relationships--(Level 2) A direct relationship shall exist between the course content taught, the students' occupational experience program, leadership activities, and other activities with a carry-over value.

(e) Agricultural experience program--(Level 1) Students enrolled in preparatory agriculture courses shall have supervised occupational experiences consistent with their occupational goals.

(f) Follow-up--(Level 1) A follow-up occupational record shall be maintained for students completing the preparatory program.

(4) Materials and equipment

(a) Agriculture budget--(Level 1) A budget shall be provided for consumable instructional supplies and materials, replacement depreciation, and maintenance of equipment for the instructional program offered.

(b) Reference material--(Level 1) An adequate supply of basic and specialized reference material shall be provided to accomplish the purposes of the instructional program.

(c) Audio-visual materials and equipment--(Level 2) Audio-visual materials and equipment shall be available and utilized to accomplish the purposes of the instructional program.

(5) Facilities

(a) Classroom facilities--(Level 1) The classroom shall be equipped with devices for effectively darkening the room when using projected visual aids, tables and armless chairs, a teacher's desk, book cases, a magazine rack, bulletin storage files, notebook storage rack, and other necessary equipment as determined in consultation with the advisory committee.

(b) Classroom facilities--(Level 2) The classroom for agriculture shall be equipped with a demonstration table or counter, sink, hot and cold water.

(c) Library resource area--(Level 2) An area, near but not part of the classroom, shall be equipped with bookcases, magazine files, tables and chairs for individual study.

(d) Classroom storage--(Level 3) A separate room to store all equipment, teaching and laboratory materials, and consumable supplies shall be provided.

(e) Agricultural mechanics shop--(Level 2) The agricultural mechanics shop, when provided, shall contain no less than 2400 square feet and be adequately equipped.

(f) Storage area--(Level 2) A separate storage area for student projects shall be provided.

(g) Tool storage--(Level 1) Facilities for the safe storage of tools shall be provided.

(h) Student clean-up area--(Level 2) A room for cleaning up (including hot and cold running water), changing clothes, and storing personal belongings shall be available.

(i) Land laboratory--(Level 1) The land laboratory shall be used to demonstrate approved agricultural practices and provide student experiences related to classroom and agricultural mechanics instruction.

(j) Land laboratory--(Level 3) The land laboratory shall be used to demonstrate approved agriculture practices related to classroom instruction and agricultural mechanics and shall include equipment and facilities for implementing supervised occupational experiences. Provision shall be made for equipment storage in facilities other than the classroom and agricultural mechanics shop.

(k) Teacher's office--(Level 2) The teacher's office or planning area shall be equipped with a desk, chairs, filing cabinets, book shelves or storage space, and a telephone.

(l) Special laboratory area--(Level 3) Special areas shall be provided for laboratory experiences in phases of instruction such as forestry, ornamental or fruit nurseries, and training in selling procedures.

(m) Toilet facilities--(Level 2) Adequate toilet facilities shall be provided for the agricultural activities area.

(n) Heating facilities--(Level 3) Satisfactory heating facilities shall be available when the agriculture facilities are in use.

9.322 Business education

(1) Enactment--The program of instruction in business education, when provided, shall meet the standards as provided herein, and shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals of vocational business education shall be:

- (a) To prepare students for entry into business occupations
- (b) To prepare students for advancement in business occupations
- (c) To provide students information concerning employment opportunity and to assist them in making an occupational choice
- (d) To help students develop attitudes and understandings that are essential for employment
- (e) To help students acquire a better understanding of business organization and the system of free enterprise.

(3) Content

(a) Typewriting--(Level 1) Typewriting instruction shall be available.

(b) Bookkeeping--(Level 1) Bookkeeping or Record keeping shall be available.

(c) Sequence of courses--(Level 1) The curriculum shall include course sequences that permit students to prepare for entry employment, upgrading of skills, and job advancement.

(d) Basic courses--(Level 1) Basic instruction shall emphasize development of human relations knowledge, skills, and attitudes.

(e) Clerical sequence--(Level 2) A sequence of courses preparing for specialized employment as receptionist, file clerk, clerk-typist and other general office positions shall be provided.

(f) Secretarial sequence--(Level 2) A sequence of courses, including shorthand or an equivalent suitable for minimal vocational competency, preparing for specialized employment in secretarial positions shall be provided.

(g) Bookkeeping sequence--(Level 2) A sequence of courses preparing for specialized employment as bookkeeper and account clerk shall be provided.

(h) Management sequence--(Level 3) A sequence of administrative management courses such as the study of policies, organizational structure, administrative practices, supervisory and management functions, scheduling clerical work and personnel administration common to office occupations shall be provided.

(i) Business data processing--(Level 3) Courses leading to employment in data processing occupations shall be provided.

(j) Office machines--(Level 2) Instruction in office machines shall be available to all students.

(k) Advisory committee--(Level 2) An advisory committee, including school and community representatives, shall assist in program planning and review at least annually.

(4) Materials and equipment

(a) Textbooks--(Level 1) Textbooks suitable for the educational and interest levels of the adult student shall be available.

(b) Purchasing program--(Level 2) A written policy and procedure for purchasing and replacing equipment shall be followed.

(c) Maintenance--(Level 2) A written policy and procedure for maintenance of equipment shall be followed.

(d) Supplementary material--(Level 2) Current supplementary publications and forms whall be provided.

(e) Educational media--(Level 2) Audio-visual materials and equipment shall be provided.

(f) Office equipment--(Level 1) Office equipment, determined by the objectives of the course, shall be provided.

(g) Occupational library--(Level 1) An occupational library of current business education materials shall be maintained.

(h) Dictionaries--(Level 2) A sufficient number of standard up-to-date dictionaries shall be provided.

(5) Facilities

(a) Student furniture--(Level 1) Furniture appropriate to the nature of the subject being offered shall be provided for each student.

(b) Typewriter furniture--(Level 2) Furniture in the typewriting rooms shall be adjustable or of a size to meet individual student's needs.

(c) Location of classrooms--(Level 3) Rooms for business education shall be grouped together.

(d) Electrical outlets--(Level 1) Ample electrical outlets of sufficient voltage for all electrical equipment shall be provided.

(e) Master switch--(Level 3) A master switch controlling outlets for electrical machines shall be provided and be readily accessible to the instructor.

(f) Storage facilities--(Level 1) Adequate storage facilities shall be provided.

(g) Washing facilities--(Level 2) Washing facilities shall be provided in office machine and typewriting classrooms.

(h) Classroom size--(Level 1) The classroom shall be appropriate for the size of the class and the instruction provided.

(i) Conference area--(Level 2) A private conference area shall be provided.

(j) Teacher furniture--(Level 1) Each teacher shall have access to a desk and chair, and filing cabinet.

9.323 Distributive education

(1) Enactment--The program of instruction in distributive education, when provided, shall meet the standards as provided herein, and shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals of distributive education shall be:

(a) To prepare students for entry into distributive occupations

(b) To prepare students for advancement in distributive occupations

(c) To upgrade employees in their current occupations

(d) To meet business needs and to improve management policies and practices.

(3) Content

(a) DE programs--(Level 1) Instruction in the distributive education program shall be based on the needs of students preparing for employment or advancement in the marketing of goods and services, including instruction in merchandising, marketing, economics, organization, location, finance and management.

(b) Specialized courses--(Level 1) Specialized preparation to develop marketable skills in distributive occupations shall be provided.

(c) Sales training--(Level 2) A course sequence providing sales training, either in general or specialized selling, shall be provided.

(d) Supervisory training--(Level 2) A course sequence on supervision for distributive occupations shall be provided.

(e) Real estate sequence--(Level 3) A course sequence in real estate occupations shall be available.

(f) Hospitality sequence--(Level 3) A course sequence in hotel, motel and restaurant training shall be available.

(g) Management training--(Level 3) A course sequence in training for managerial positions in distributive occupations shall be available.

(h) Banking sequence--(Level 3) A course sequence in banking occupations shall be available.

(i) Insurance sequence--(Level 3) A course sequence in insurance occupations shall be available.

(j) Advisory committee--(Level 2) An advisory committee, including school and community representatives, shall assist in program planning and review at least annually.

(k) Laboratory practice--(Level 2) Preparatory students shall be given the opportunity to practice theories and skills in the classroom.

(l) Student enrollment--(Level 1) Students shall be enrolled on the basis of occupational interest in the field of marketing and the ability to profit from the instruction.

(4) Materials and equipment

(a) Textbooks--(Level 1) Appropriate individual textbooks or study guides shall be available.

(b) Budget--(Level 1) Adequate funds for instructional supplies and equipment shall be provided.

(c) Materials and equipment--(Level 2) Appropriate supplementary materials and audio-visual aids shall be available regardless of where the course is offered.

(d) Special equipment--(Level 2) Special equipment, appropriate to the program, shall be provided.

(e) Occupational library--(Level 2) A library of current information representing student's occupational interests in marketing and distribution shall be provided.

(5) Facilities

(a) Classrooms--(Level 1) A classroom, appropriately furnished, shall be provided regardless of where the course is offered.

(b) Storage--(Level 1) Adequate storage shall be provided.

(c) Classroom space--(Level 2) A minimum space of 35 square feet per student shall be provided in each classroom located on the school campus.

(d) Student furniture--(Level 2) Appropriate furniture shall be provided for each student.

(e) Conference area--(Level 2) A private conference area shall be available.

(f) Teacher furniture--(Level 1) Each teacher shall have access to a desk, chair, and filing cabinet.

(g) Laboratory--(Level 3) A laboratory equipped with appropriate facilities for the type of program offered shall be provided.

9.324 Health occupations

(1) Enactment--The program of instruction in health occupations, when provided, shall meet the standards as provided herein, and shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals of health occupations education shall be:

(a) To help students acquire knowledge and concepts of health principles and the ability to relate them to patient care

(b) To develop skills and a technical vocabulary which will enable students to become productive members of the health team in meeting the needs of the community

(c) To develop a sense of integrity in responsibility to patients and families

(d) To provide clinical and related experiences which develop abilities in critical thinking.

(3) Content

(a) Legal considerations--(Level 1) Health occupations programs shall meet the requirements of the respective professional organizations (certification boards or registries), the legally constituted licensing board, and other state and federal regulations.

(b) Advisory committees--(Level 1) An advisory committee of occupational representatives and community members shall provide initial guidance in establishing health occupations programs. The committee shall review the course content and employment need annually.

(c) Consultive services--(Level 2) Instructional content shall be evaluated annually by the administrative-instructional staffs in cooperation with professional consultants.

(d) Skills and knowledge--(Level 1) The instruction shall be designed to develop skills and knowledge for job entry into a specific health occupation. Emphasis shall be placed on correlating theory and clinical experience with current occupational practices.

(e) Occupational opportunities--(Level 2) Appropriate instruction shall be provided to acquaint the student with opportunities for employment in the specific health related occupation and the potential for advancement.

(f) Unit outline--(Level 1) The student shall be provided with an outline of instructional content.

(g) Laboratory instruction--(Level 1) The instructor shall demonstrate technical skills and the students shall be provided an opportunity to perform the skills demonstrated.

(h) Laboratory practice--(Level 2) Laboratory instruction shall provide the student opportunity to practice technical skills under supervision.

(i) Clinical instruction--(Level 1) Clinical instruction shall provide the student opportunity to apply under supervision the skills used in direct patient care.

(j) Clinical experience--(Level 1) Clinical experience shall provide the student opportunity to develop his individual responsibility for protecting his and others' health.

(k) Clinical performance--(Level 2) Clinical experience shall provide the student opportunity to analyze his skills in relation to manual dexterity and inter-personal relations.

(l) Problem solving--(Level 1) Problem solving experiences shall be teacher identified and directed.

(m) Problem solving--(Level 2) Problem solving experiences shall be student identified and teacher directed.

(n) Problem solving--(Level 3) Problem solving experiences shall be student identified and directed under teacher supervision.

(o) Student selection--(Level 1) Students shall be selected upon the basis of interest and aptitude as determined by appropriate testing and counseling procedures. They shall have an interview with a member of the instructional staff.

(p) Licensure--(Level 1) All students are expected to take the respective licensure board or certification examination and both, when applicable.

(4) Materials and equipment

(a) Textbooks--(Level 1) Appropriate textbooks shall be available.

(b) Textbook selection--(Level 1) The instructional staff for a specific health occupation shall participate in the selection of textbooks for that occupation.

(c) Periodicals--(Level 1) Appropriate periodicals shall be provided.

(d) Periodicals--(Level 2) Appropriate periodicals shall be provided in sufficient quantity to permit their utilization in the instructional program.

(e) Audio-visual list--(Level 1) A current list of resources, material aids, and facilities shall be provided for each instructor.

(f) Audio-visual materials--(Level 2) Audio-visual materials shall be utilized in the instructional program.

(5) Facilities

(a) Classrooms--(Level 1) An appropriately furnished classroom shall be available.

(b) Classroom space--(Level 2) A minimum classroom space of 25 square feet per student shall be provided and equipped with chart racks and tack board and provision made for use of audio-visual equipment.

(c) Classroom storage--(Level 3) The classroom shall include storage space for demonstration and audio-visual materials and equipment.

(d) Laboratories and equipment--(Level 1) Laboratories and equipment shall be sufficient to implement the instructional program.

(e) Laboratory experience--(Level 2) Laboratory experiences comparable to those encountered in the clinical area shall be provided.

(f) Laboratory space--(Level 2) Laboratory space as recommended by the state shall be provided.

(g) Laboratory storage--(Level 1) Adequate storage space for models, equipment and other demonstration materials shall be provided.

(h) Clinical facilities--(Level 1) Clinical facilities shall be adequate to meet the standards of the respective health occupations.

(i) Clinical reputability--(Level 1) The clinical facility shall be carefully selected for its reputability and stability.

(j) Clinical space--(Level 1) Classroom space shall be provided during the clinical experience.

(k) Clinical classroom--(Level 2) Clinical facilities shall provide adequate classroom space.

(l) Clinical location--(Level 2) Clinical facilities shall be within reasonable commuting distance of the classroom-laboratory area.

(m) Clinical office space--(Level 2) Offices shall be available for staff members working at the clinical facilities.

(n) Clinical staff offices--(Level 3) Clinical facilities shall include staff offices.

9.325 Home economics for occupational education

(1) Enactment--Occupational home economics, when provided, shall meet the standards as provided herein. If the program is federally reimbursed, it shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals for occupational home economics shall be:

  (a) To develop salable skills, understandings, and attitudes which will enable the student to function intelligently and productively

  (b) To develop a knowledge of scientific, aesthetic, and technological principles and their application to home economics occupations

  (c) To develop an awareness of factors affecting the world of work.

(3) Content

  (a) Occupational home economics--(Level 1) Home economics for gainful employment, when provided, shall include instruction for job entry in one or more of the following clusters of occupations or a single occupation within a cluster or clusters:

    1. The care and guidance of children

    2. The production, management, renovation or service of clothing

    3. The management, production, or service of food

    4. Home furnishing management, production, or renovation

    5. Care and use of home equipment

    6. Other competencies as identified which may be developed cooperatively with other areas of vocational and technical education.

  (b) Classroom experiences--(Level 1) Salable skills shall be developed through classroom experiences in all occupations or programs offered.

  (c) Observation experiences--(Level 2) Classroom experiences and supervised observation experiences shall be provided in appropriate employing units.

(d) On-the-job work experience--(Level 3) Classroom experiences and supervised on-the-job work experience shall be provided in appropriate employing units.

(e) Advisory committee--(Level 1) An advisory committee, including school and community representatives, shall assist in developing content and planning facilities for the occupational programs.

(f) Job opportunities--(Level 1) The instructor, working closely with the student personnel counselor, shall provide information concerning job opportunities.

(g) Competencies--(Level 1) Course content shall be based upon the identifiable competencies of the occupation.

(h) Problem solving--(Level 2) Problem solving involving student initiated research and experimentation shall be a part of the occupational program.

(i) Job analysis--(Level 1) Course content shall be based upon a job analysis of the occupation.

(j) Job analysis--(Level 2) A written job analysis upon which course content is based is readily available.

(k) Supply procurement plan--(Level 1) Supplies shall be procured at a time which does not interfere with class instruction.

(l) Teacher planning time--(Level 2) Planning time shall be made available within the teacher's workday for full-time teachers exclusive of that required for class instruction.

(m) Teacher planning time--(Level 3) Planning time shall be made available within the teacher's workday for part-time teachers exclusive of that required for class instruction.

(4) Materials and equipment

(a) Replacement and maintenance--(Level 1) Adequate funds shall be made available for the replacement and maintenance of equipment.

(b) Textbooks--(Level 1) Home economics textbooks currently in adoption or a satisfactory substitute shall be available.

(c) Supplementary materials--(Level 2) Supplementary materials shall be available for each occupational field offered.

(d) Audio-visual materials--(Level 2) Audio-visual materials shall be available for each occupational teacher.

(e) Equipment--(Level 1) Basic up-to-date instructional equipment shall be provided.

(f) Equipment--(Level 2) Basic up-to-date instructional equipment shall be provided in a variety of models.

(g) Consumable supplies--(Level 1) Funds for consumable instructional supplies are provided.

(5) Facilities

(a) Home economics space--(Level 1) Adequate space shall be provided for activities included in the subject area offered.

(b) Home economics space--(Level 2) Multi-occupational laboratory space shall provide a minimum of 150 square feet per student for the first 12 students and 50 square feet for each additional student up to 24 students.

(c) Home economics space--(Level 2) Separate occupational laboratory space shall be provided for each occupational cluster to consist of 100 square feet per student for the first 12 students and 30 square feet for each additional student up to 24 students.

(d) Home economics space--(Level 3) Auxiliary classroom space shall be provided which is adjacent to or in close proximity to the occupational laboratory.

(e) Home economics space--(Level 3) Auxiliary storage space shall be provided which is adjacent to or in close proximity to the occupational laboratory.

9.326 Home economics for useful employment in the home

(1) Enactment--Home economics for useful employment in the home, when provided, shall meet the standards as provided herein. If the program is federally reimbursed, it shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goal--The goal for home economics for useful employment in the home shall be:

(a) To develop understandings and skills for the role of homemaker and the worthy use of leisure time.

(3) Content

(a) Home economics for useful employment--(Level 1) Home economics for useful employment shall include instruction in skills and understandings in one or more of the following areas:

1. Food management, production, and service

2. Care and guidance of children

3. Clothing management, production, and service

4. Home furnishings, equipment, and service

5. Home management and supportive services

(b) Interest and need--(Level 1) Courses shall be provided where interest and need have been identified.

(c) Advisory committee--(Level 2) An advisory committee, including school and community representatives, shall assist in planning and developing the content of the courses.

(d) Course outlines--(Level 1) Course outlines must be available for each teacher.

(e) Classroom experiences--(Level 1) Provision shall be made for the development of skills and understandings in the area of study.

(f) Classroom experiences--(Level 2) Provision is made in the instructional program for individuals to progress at their own rates.

(g) Out-of-class experiences--(Level 2) Provision shall be made for out-of-class experiences.

(h) Use of resources--(Level 2) Provision shall be made for the use of resource materials and people.

(i) Teacher planning time--(Level 2) Planning time shall be made available within the teacher's workday for full-time teachers exclusive of that required for class instruction.

(j) Teacher planning time--(Level 3) Planning time shall be made available within the teacher's workday for part-time teachers exclusive of that required for class instruction.

(4) Materials and equipment

(a) Replacement and maintenance--(Level 1) Adequate funds are provided for the replacement and maintenance of equipment.

(b) Textbooks--(Level 1) Home economics textbooks currently in adoption, or a satisfactory substitute, shall be available.

(c) Supplementary materials--(Level 2) Supplementary materials shall be available for each subject area provided.

(d) Audio-visual materials--(Level 2) Audio-visual materials shall be available for each subject area offered.

(e) Consumable supplies--(Level 1) Necessary funds for consumable instructional supplies shall be provided.

(f) Equipment--(Level 1) Basic up-to-date instructional equipment shall be provided.

(5) Facilities

(a) Home economics space--(Level 1) Adequate space shall be provided for activities included in the subject area offered.

(b) Home economics space--(Level 2) A minimum of 50 square feet of space per student shall be provided.

(c) Home economics space--(Level 3) A minimum of 60 square feet of space per student shall be provided.

9.327 Industrial education

(1) Enactment--A program of vocational industrial education, when provided, shall meet standards as provided herein and operate in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals of vocational industrial education shall be:

(a) To develop work attitudes of students which are essential to the success of the worker.

(b) To supplement a general education with specific occupational preparation in marketable skills and knowledge which will prepare students for successful job performance.

(c) To assist each student to understand more clearly his vocational interests, aptitudes and abilities so he may choose a suitable occupational objective.

(3) Content

(a) Skills and knowledge--(Level 1) Instruction shall be provided which is designed to develop skills and knowledge for beginning workers in specific industrial or service occupations. Education and training for the employed adult shall be offered so that he may be more successful in his present employment or obtain more desirable employment.

(b) Analysis of skills--(Level 1) The course of instruction shall be based upon and organized around a careful analysis of the skills and knowledge required for successful employment in the occupation.

(c) Course of study revision--(Level 1) There shall be evidence that the course of study has been reviewed biennially and revised as needed to meet standards, practices, and developments in the occupation and has been approved by the advisory committee.

(d) Course of study revision--(Level 2) There shall be evidence that the course of study has been reviewed annually and revised as needed to meet standards, practices, and developments in the occupation and has been approved by the advisory committee.

(e) Desirable outcomes--(Level 1) Instruction shall emphasize desirable personal characteristics, good work habits, and satisfaction found in good workmanship.

(f) Safety practices--(Level 1) Instruction shall emphasize safety practices in shop and industry.

(g) Safety practices--(Level 2) Instruction shall emphasize safety practices in shop and industry, and a record of safety instruction and student tests are kept on file.

(h) Safety practices--(Level 3) A safety inspection shall be made periodically by the Florida Industrial Commission, Department of Industrial Safety, and the report shall be kept on file.

(i) Modification of content--(Level 2) Instructional content shall be modified in light of placement and performance studies of graduates.

(j) Teacher visitation released time--(Level 3) Industrial shop teachers shall be granted released time to visit industry periodically.

(k) Unit organization--(Level 1) Where applicable, the course shall be organized into units which allow students to attain a degree of competency through the completion of one or more units.

(l) Basic instruction--(Level 1) Instruction in the basic competencies of the occupation shall be completed before the student is placed on "live" projects.

(m) "Live" projects--(Level 2) "Live" projects from patrons are accepted into the shop only if they fit into the instructional plan and are introduced at the appropriate time.

(n) Service charges--(Level 2) A uniform county school board policy shall be in effect concerning charges for materials used and work performed on projects belonging to patrons.

(o) Shop management--(Level 1) Instructional content shall include instruction in shop procedure, management and housekeeping, including stock room and toolroom control, as needed in each particular trade.

(p) Related instruction--(Level 1) The course shall be supplemented with related instruction in trade science, mathematics, and communication skills, as needed, for success on the job.

(q) Career opportunities--(Level 1) Instruction shall acquaint students with opportunities for employment in occupations related to that for which specific preparation is given.

(r) Field trips--(Level 2) An appreciation and understanding of industry shall be fostered through well-planned field trips.

(s) Employer-employee relationships--(Level 1) Instruction shall provide for the study of employer-employee relationships.

(t) In-service education--(Level 3) An organized, continuing in-service education program for the staff is carried on during the school year in general professional areas as well as their specialized areas.

(u) Research and experimentation--(Level 3) Pilot programs shall be conducted to improve instruction and broaden educational scope and opportunity.

(v) Apprentice related--(Level 3) Where requested by the local joint-apprenticeship committee, theory classes related directly to the occupation of the indentured apprentices are provided.

(4) Materials and equipment

(a) Reference materials--(Level 2) An adequate reference library of current publications shall be provided within the shop area.

(b) Audio-visual materials--(Level 2) Slides, film strips, and other audio-visual materials appropriate to the course shall be immediately available.

(c) Instructional supplies--(Level 1) Adequate funds shall be available for purchase of needed instructional supplies.

(d) Equipment--(Level 1) Adequate equipment in the occupations to be taught shall be provided which is comparable to that used in industrial establishments in the community or area served by the school.

(e) Textbooks--(Level 1) Appropriate textbooks shall be available for student purchase.

(5) Facilities

(a) Machine clearances--(Level 1) The shop floor area shall provide minimum clearance of three feet between machines and equipment where students work, and a minimum of four feet of clearance for traffic lanes.

(b) Storage space--(Level 1) Adequate space shall be provided for storage of portable equipment, tools, materials, and parts.

(c) Storage space--(Level 2) Material and tool storage space shall be positioned and designed to facilitate teacher control and orderly dispensation and collection.

(d) Work stations--(Level 1) Work stations shall be sufficient in number to meet the needs of the maximum class enrollment.

(e) Fire extinguishers--(Level 1) Appropriate fire extinguishing equipment shall be provided and strategically located.

(f) Washing facilities--(Level 1) Washing facilities with running water shall be located convenient to the shop.

(g) Washing facilities--(Level 3) Washing facilities with hot and cold running water shall be located in each shop.

(h) Shop space--(Level 1) Shop space, including the necessary work stations, shall be provided to accomodate the largest number of students to be housed in the shop.

(i) Shop space--(Level 2) Minimum space allotments per student in each shop shall be 75 square feet for light shops, 100 square feet for medium shops, and 125 square feet for heavy shops.

(j) Shop space--(Level 3) Minimum space allotments per student in each shop shall be 100 square feet for light shops, 125 square feet for medium shops, and 150 square feet for heavy shops.

(k) Related instruction areas--(Level 1) An area of adequate size for conducting related instruction shall be provided in the shop.

(l) Related instruction areas--(Level 2) Not less than 22 square feet of floor space per student shall be provided in a separate but convenient location to be used for conducting related instruction.

(m) Related instruction areas--(Level 3) Not less than 22 square feet of floor space per student shall be provided in a separate but adjoining location to be used for conducting related instruction.

(n) Condition of equipment--(Level 1) Equipment shall be serviceable, and an effective program of maintenance shall be in effect.

(o) Freedom from obstructions--(Level 2) Classrooms and shops shall be free of obstructions which limit the instructor's view of student activities.

9.328 Technical education

(1) Enactment--A program of technical education, when provided, shall meet the standards as provided herein, and shall be operated in accordance with the Florida State Plan for Vocational Education.

(2) Goals--The goals of technical education shall be:

(a) To develop the technical abilities and social attitudes that will enable the student to successfully perform in a technical occupation

(b) To acquire a knowledge of related science and mathematics which will enable the student to progress in a technical field

(c) To develop skills which will enable the student to communicate graphically, orally, and in writing in his chosen technology.

(3) Content

(a) Program outline--(Level 1) The student shall be provided with an outline of instructional content.

(b) Skills and knowledge--(Level 1) The course of instruction shall be designed to develop skills and knowledge for entry into a technical occupational cluster.

(c) Analysis of skills--(Level 1) Instruction shall be based upon a careful analysis of the skills and knowledge required for successful employment in the technological cluster.

(d) Instructional content--(Level 2) Instructional content shall be determined cooperatively by the instructor and an advisory committee representative of the technical cluster.

(e) Scientific and mathematical principles--(Level 1) Technical courses shall be supplemented with instruction in related mathematics and science, and scientific and mathematical principles shall be emphasized in the solution of practical problems.

(f) Problem-solving techniques--(Level 1) Practical problem-solving techniques shall be integrated into the instructional program.

(g) Career opportunities--(Level 2) Instruction shall be provided to acquaint the students with opportunities for employment in technically related occupations.

(h) Continued training--(Level 1) The course content shall provide a background of knowledge that will enable the student to continue in advanced study in his field of technology.

(i) Employer-employee relations--(Level 2) Instruction shall provide for the study of employer-employee relations.

(j) Supplemental courses--(Level 3) Supplemental courses shall be provided in one or more technical occupational cluster(s).

(k) Content evaluation--(Level 3) Instructional content shall be evaluated periodically by the staff in cooperation with appropriate occupational consultants.

(l) Industry visitations--(Level 3) An appreciation and understanding of the complexities of industrial operations as they relate to the technician shall be fostered by providing students with well planned visitations.

(m) Career opportunities--(Level 2) Appropriate instruction shall be provided which acquaints the student with opportunities for employment in technical occupations.

(4) Materials

(a) Textbooks--(Level 2) Appropriate textbooks shall be utilized in the instructional program.

(b) Audio-visual materials--(Level 2) Audio-visual materials shall be utilized in the instructional program.

(c) Supplemental materials--(Level 1) Supplemental materials, including current technical publications, shall be provided.

(d) Audio-visual materials--(Level 3) Appropriate audio-visual materials shall be available to students for individual study.

(5) Facilities

(a) Laboratories and equipment--(Level 1) Laboratories and equipment shall be sufficient to implement the instructional program.

(b) Laboratories and equipment--(Level 2) Laboratories, equipment, and experiences comparable to those encountered in industry shall be provided.

(c) Safety practices--(Level 1) Laboratories shall be designed to conform to all industrial safety codes.

(d) Laboratory space--(Level 1) Laboratory space, including necessary work stations, shall be provided to accommodate the largest class.

(e) Laboratory space--(Level 2) A minimum space of 60 square feet per student shall be provided.

(f) Storage space--(Level 1) Ample space shall be provided for storage of equipment and supplies.

(g) Teaching aids--(Level 1) Provision shall be made for the use of teaching aids.

(h) Fire extinguishers--(Level 1) Appropriate fire extinguishing equipment shall be provided and strategically located.

(i) Washing facilities--(Level 2) Washing facilities shall be located convenient to the laboratory.

(j) Ventilation--(Level 1) Ventilation provisions shall assure exhaust of fumes when necessary.

(k) Climate control--(Level 1) Laboratories shall be provided with necessary climate control when required for efficient equipment operation and maintenance.

(l) Student work room--(Level 3) A student work room containing necessary furniture and equipment in sufficient quantity to enable students to work separately or in groups shall be provided.

(m) Reference area--(Level 3) A reference area containing appropriate technical publications shall be provided in or adjacent to the laboratory.